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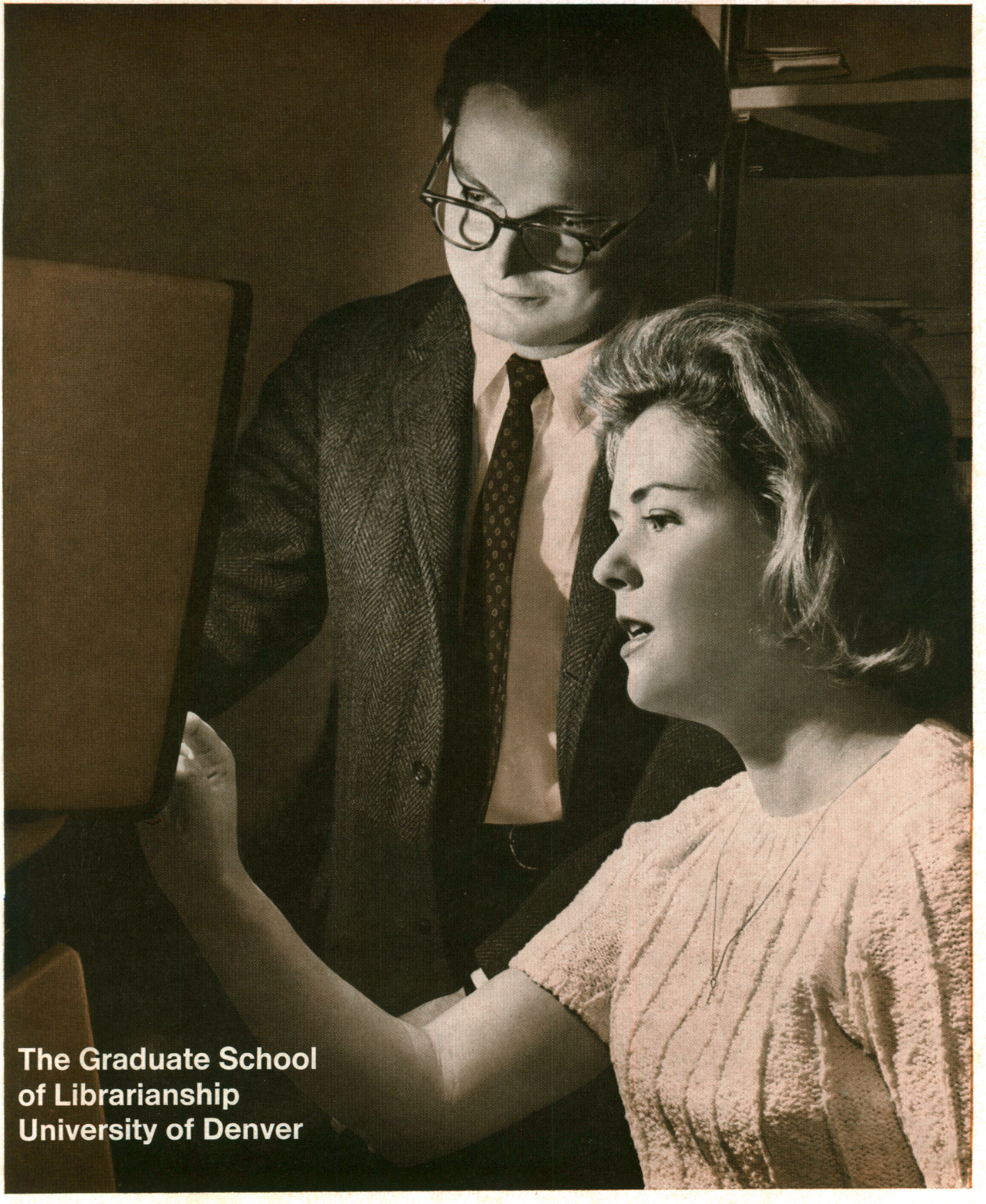

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Dudley A. Weiss, Executive Director & General Counsel
Melvin B. Summerfield, Public Relations Director
Martin A. Summerfield, Editor

About the Cover

Two students at the University of Denver experiment with microform.

This is the second successive issue of the Library Binder which has featured a prominent school of library science. Since our first article was on an eastern school, it is only fitting that we should travel across country to the University of Denver in this issue. Any questions about this fine library school may be addressed directly to Dean Margaret Knox Goggin at the University.

THE LIBRARY BINDER is the official publication of the Library Binding Institute and is published semi-annually.

Membership in the Library Binding Institute is open to any qualified library binder interested in promoting and maintaining the highest standards in binding technique. Information concerning certified, associate and institutional membership available on request.

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Double Standards:

INTELLECTUAL FREEDOM AND THE POST-MODERN GENERATION

By CONSTANCE KILLEFER

Reprinted by permission of Bay State Librarian and the author, as appearing in Vol. 57, No. 3, October 1968

"Double, double, toil and trouble;
Fire burn, and cauldron bubble."
—Shakespeare

"Burn, baby burn!"
—Watts rioter

"How great the violence which underlies
the balance and value of our bearing."
—Louise Townsend Nicholl

Shakespeare, a slogan of the ghetto riots, a modern lady poet. What do they have in common, and particularly what relation do they have to double standards? to intellectual freedom? to the post-modern generation? to the library profession? In Shakespeare's *Macbeth* the witches encouraged and foreshadowed violence, revolt, rebellion, and immorality; the Negro rioter's "Burn, Baby, burn!" is an exultant cry of freedom in violence—a celebration of the destruction of a hypocritic, repressive, immoral society; Louise Nicholl's poem "How Great a Violence" is an intellectual reflection on the violence which lies within all of us. All three relate frighteningly to today, when violence and so-called immorality seem to be our keywords. A definite reworking of the structure and meaning of our society is taking place, and these changes are led in part by the post-modern youth—the teenagers and young twenties. They are the catalysts for the profound and disturbing reexamination going on in America today.

As an individual, I seek to comprehend my society and the currents which are reshaping and influencing it. And as a librarian working with young people, I have a special responsibility—if I am to function with any degree of success—to try to understand the social changes now taking place. This article represents an attempt at this kind of personal and professional understanding.

Contrary to the widespread belief that a society's abstract philosophical base shapes its institutions, Morris Ernst points out that, for the most part, such mundane elements as soil condition, size of population, and state of the economy are the principal forces which shape society's customs and laws, and "custom, like law, can help educate a people or bend a folkway, but its scope has limits, that if exceeded, create cynicism and ultimately mass violation."[1] The gap between preaching and practice can only be stretched so far.

Are forces operating today in this country that make our laws and customs archaic? Specifically, is today's post-modern generation like younger generations of every other time, simply "feeling their oats, letting off steam as they have in the past through student "hi-jinks,' or are these young people somehow different? The answers seem clear. The United States has come to a point where forces are operating which call into question previous laws and customs, and these forces are influencing the younger generation—a generation which *is* different (frighteningly different to some but miraculously different to others).

Briefly, the realistic forces causing a change in the customs and laws of our society are the increase of our population (particularly the urban population), the great affluence of the majority juxtaposed with the poverty of the few, the rapid technological changes (particularly in the communications media), and the obvious disparity between the principle of equality and justice for all and its actual practice. These forces have colored the younger generation and its relations with the rest of society: the double standard—epitomized by the "Do as I say, not as I do" cliché in sexual, racial, economic, and intellectual matters—is abhorrent to the youth of today. To replace the double standard, the postmodern generation seeks new standards which above all else are honest.

This is the first generation to grow up with modern parents. Kenneth Keniston, Yale psychiatrist, calls them the first "post-modern" youth. But modern is a relative term: what makes today's "modern" different from yesterday's? Modern in today's sense implies affluence, rapid social change, disruption, and violence. Today's parents are, for the most part, financially comfortable. Their children have never known true need or financial insecurity. Today's parents have lived through a period of technological change greater in their lifetime than in all previous recorded time. The media explosion alone is awesome; yesterday's science fiction is today's fact; three wars have been endured, the first of which saw the creation of a weapon which put in man's hands the means for his own extermination. As a result, modern parents tend toward two conflicting sets of values: those they learned in childhood from their more Victorian value-oriented parents, and those more liberal ideologies and attitudes acquired in adulthood which

have accompanied rapid change in our society. For many parents and children alike, stable institutions no longer seem to exist—family, school, church, government are all under constant attack. The hypocritical double standard of the recent past—that pervasive doctrine of saying one thing and doing another—is no longer valid. The post-modern youth rejects it, and some adults are struggling to do the same. According to Keniston, at least some people are taking seriously today a "great variety of political, personal and social principles that 'no one in his right mind' ever before thought of extending to such situations as dealings with strangers, relations between races, or international politics."[2]

While their parents have one foot in yesterday and one foot in today, the post-modern generation has both impatient feet running for tomorrow. Both extremes which represent today's youth—the student activists and ghetto insurgents of the New Left, and the impassive hippies—react negatively to the middle-class American way of life. Because the world they live in is marked by revolutionary change, fleeting ideologies, and, most important of all, a questionable, uncertain future, post-modern youths have developed a fluid, easy style which precludes fixed goals or pre-cast behavior patterns. They identify with a process rather than a program. They seem reluctant to esteem any one person, perhaps fearing that he too, like so much in their world, would be only a fleeting ideal. John Kennedy, Malcolm X, Martin Luther King, and Robert Kennedy are martyrs—heroes to some but not to all, and in any case they are dead.

As the librarian at Brookline (Mass.) High School and mother of four daughters ranging in age from fourteen to twenty (two in high school, two in college), Constance Killefer is keenly interested in the "post-modern" generation both professionally and personally.

Before coming to Brookline this year, Mrs. Killefer worked as a high school librarian at Elmhurst Convent of the Sacred Heart in Portsmouth, R. I., and as an elementary school librarian in Norfolk, Va. A graduate of Smith College, she received her library training at Catholic University and Simmons.

Characteristic of post-modern youths is their inclusiveness, shown in their search for meaningful relationships with others.[3] Their sit-ins, marches, and picketing are not merely demonstrations but attempts at personal confrontations, face-to-face encounters, the personalization of an impersonal enemy. Inclusiveness means involvement, identification, and collaboration with people, especially the disadvantaged and disenchanted. They want to be actively engaged in their world.

They are anti-technology. They decry technology not for the goods it delivers but for the impersonality it breeds. They are opposed to the bigness, the depersonalization, the inhumanity of it. Business, for the post-modern youth, epitomizes this impersonality, this lack of concern for the values and sensibilities of others. It is not surprising then that business is having an increasingly difficult time recruiting bright young college graduates, who see the large corporation as the perpetuation of the double standard: business laments the starvation in Mississippi and India but refuses to use its profits to give people food; it preaches equality but practices segregation in hiring and housing; it claims to serve the customer first but actually serves the pocketbook first, since products are made to wear out and become obsolete quickly; and it pays lip service to anti-poverty measures while paying its employees only what the legal minimum requires, which is often not a decent subsistence wage.[4]

The university is seen as another impersonal colossus. It is accused of teaching subjects unrelated to present-day life because it is unconcerned with the world around it. The ivory tower concept is no longer acceptable. Objectivity, yes; aloofness, no. This questioning of the university curriculum has come about because—as Joel Kramer, a Harvard student, puts it—"This is the first generation of students not going to school for purely economic reasons. They don't have to go to school to make a living; they go and look at education as education."[5] And what do they see? They see that "a great many college professors do not have an extended interest in exploring the ultimate effect of a college education. [This] stems from a

photograph by Robert Cain

deep-lying philosophy that the subject matter the professor teaches has absolute worth quite aside from its effect on students."[6] In the area of administration, the university is asked to come down from its lofty perch and work on a more personal, one-to-one basis.

But the biggest schism between the post-modern youth and his elders is morality. For him, morality is the standard on which his whole frame of living is based, while to the adult, morality too often refers only to the sexual side of life. Modern technology can take the blame or the credit, as the case may be. In the "era of the pill," sexual expression outside marriage is suddenly released from fear of pregnancy and the guilt feelings associated with a forbidden act. Rather than leading to wholeslae immorality, paradoxically the pill is leading to a more honest morality. Ascetism before marriage is, to be sure, pretty much on the way out—but so is promiscuity. The intense personalism demanded by the new generation carries over to sexual activity. Sexual expression occurs in the context of a responsible, meaningful person-to-person relationship. Marriage is seen as the ultimate contract entered into when two people are ready to accept the responsibility of having children, but sexual intercourse itself is more and more being looked upon as the natural end-product of a meaningful association between male and female. On the other hand, using another person for purely sexual purposes—for sexual exploitation—is damned and condemned.

This new view of sex is hard for the adult to accept, especially since most cannot kick free the inhibitions planted in them by the stricter ideas of their parents and an older society. Yet sexuality is as normal and natural a part of the human experience as eating, sleeping, and breathing. The repression of this part of our humanity —the guilt and fear and uncleanliness attached to it by previous generations

photograph by Robert Cain

—was intellectually dishonest (even if deemed necessary to protect the family unit). If psychiatrists are to be believed, sexual fears and taboos create more problems than they solve. And aside from personal difficulties, the broader social implications of anti-sexualism in the form of censorship crops up in many places—and the end is not yet in sight.

Whereas the biggest "hang-up" of the past generation has been sex, this generation's hang-up is violence. "This issue of violence is to this generation what the issue of sex was to the Victorian world. . . . To have been alive and aware in America during the past decade has been to be exposed to the assassination of a President, the televised murder of his murderer, the well-publicized slaughter of Americans by their fellow countrymen, and to the recent violence in our cities," says Keniston.[7] Indeed, it would have been hard to have been alive in America in the past few years and not have had the Vietnamese War in the room with you before, during, or after dinner. No wonder then that the post-modern youth sees violence as the most evil force in their lives.

Dr. Keniston uses three place words from the vocabulary of World War II as symbols of violence: Auschwitz, Hiroshima, and Nuremberg. Embodied in Auschwitz is the aloofness, the fear of involvement that characterizes modern man. Here is the realization that a highly civilized nation can embark on a systematic, scientific, well-organized plan for extinguishing millions of people. Bring it up to date with the murder of Kitty Genovese in New York, or entertain the awful possibility of genocide again as the Long Hot Summer continues in America. Hiroshima signifies how "clean," easy, and impersonal a scientific holocaust can be for the aggressor and how brutal, sadistic, and satanic for those experiencing it. Napalm today carries the same implication—the slaughter of the innocent by an impersonal, uncaring force. The recent demonstrations by college students against Dow Chemical Company, makers of this weapon, are the protest, the "howl," of the post-modern generation against business and government immorality. Finally, Nuremberg represents the one hopeful principle that man is accountable to a higher loyalty than a national government. He has a responsibility to the whole of humanity, not simply one segment. Conscience preempts obedience to a national policy. This feeling has reached down into the fiber of the post-modern generation, and it is seriously questioning the old concept of "my country, right or wrong, my country."

This questioning is good. The Bill of Rights was incorporated into the Constitution in order to safeguard such thinking. Indeed, there can be no freedom of speech, or press, or religion if, in the first place, there is no freedom to think—no intellectual freedom. But, I submit, that an inseparable part of freedom is responsibility. Freedom without responsibility leads to chaos. John Stuart Mill, in his treatise *On Liberty,* says that "the sole end for which mankind are warranted, individually or collectively, in interfering with the liberty of action of any of their numbers is self-protection. That the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others."

The post-moderns have made good use of their intellectual freedom. They have protested against society's dishonest double standard of saying one thing and doing another. They are struggling to adapt to the rapidly changing world, and to recall past ideas of morality into more honest terms. But they still need guidance. In their hurry to change the world, these young people forgot (sometimes) that freedom implies responsibility. In questioning the "rightness" of the Vietnamese policy, they properly exercised their intellectual right to dissent. But in burning draft cards they went beyond the freedom of action guaranteed by the Constitution. The draft card burners claimed their actions were a form of civil disobedience—a refusal to obey a law thought to be immoral or unconstitutional. However, as Justice Fortas has noted, the "motive of civil disobedience, whatever the type, does not confer immunity for law violation."[8] In the sit-ins against Dow Chemical, they exercised their right to peaceable assembly, but by barring others entry they forgot their responsibility to respect the rights of others.

Certainly the Columbia University students were exercising their intellectual rights to criticize the impersonality of their university, its lack of awareness of the community around it, and the irrelevance of much of its teaching. Their ideas were laudable; something was needed—no one denies that. But some of them went too far. They were violent in the same way that they condemned violence in others—looting, trespassing, defacing property. They exercised their freedom but forgot their responsibility to recognize the rights of others.

Some post-moderns, of course, are beginning to realize that it is possible to work responsibily within the framework of the law and accomplish their ends. This was clearly demonstrated by the energetic and committed college groups who went to campaign for Senator Eugene McCarthy in the recent primary elections. He was against the Vietnamese war, and so were they. He had the courage to stand up for his convictions, and so did they. As we all know, the repercussions of the McCarthy phenomenon were great. A frustrated nation came to life, and its president ultimately decided not to seek re-election, making possible a change in the political climate of the country. Hopefully, the lesson has not been lost: responsible young people can help change the world.

The post-modern kids, nevertheless, are having an uphill fight against a large portion of the older generation which seems to want to shut its eyes to the forces that are shaping our society. Members of the older generation

apparently do not want to see it or hear it or tell it "like it is." A case in point is the furor that resulted when an attempt was made to show affluent, middle-class students in Wellesley what it is like to be black and poor and boxed in the ghetto. As the state and nation know by this time, Wellesley High School presented a program of various offerings, among which was the play *The Slave* by LeRoi Jones, one of the angry black playwrights who tells it like it is. A four-letter word was used—and all hell broke loose; not, however, from the kids but from some of their parents. Can anyone claiming to be aware of the world today be so naive as to think that disadvantaged children speak as their wealthy, suburban counterparts do? Is it possible that with all the attempts of the communications media to educate white people about racial realities that some citizens of Wellesley are unaware that four-letter words are used by black as well as white people? Jones did not use these words to shock; he used them because his characters use them.

The play in which this "shocking" language was used has been critically praised as a work of merit and integrity. But what was the reaction of a large part of white Wellesley? Not an attempt at understanding the motives of the school and those teachers responsible for scheduling the program but rather censorship—censorship of something the good citizens of Wellesley could not or would not try to understand. Censorship of a play with a four-letter word? Censorship of the race problem? Censorship of the world as it is beyond the very narrow confines of a small Massachusetts town?

And what about *your* "Wellesley?" How would *your* town react? How would you react, as a person? a librarian?

Censorship destroys the freedom of the mind. It can be revealed openly as in the Wellesley case or it can take more devious forms. But one point stands out: censorship epitomizes the double standard against which the post-modern generation is rebelling.

Over the span of history, the one prized possession and saving grace of man has been his intellectual freedom —freedom to think, to weigh, to examine, to consider, to appraise, to judge—a quality of the mind which distinguishes man from all other forms of life. To think that there can be a double standard for it is at best unwise.

I believe that the intellectual honesty of the post-modern youth is one of

Cont'd on page 26

From the President's Desk

THE IMPORTANCE OF LIBRARY BINDING

By J. T. TOLBERT, *President, Library Binding Institute*

The library binding industry and the libraries of America have an unusual relationship. Most industries have many kinds of customers. Library binders have only one—libraries.

The importance of this fact is often overlooked. We know, of course, that publishers cannot afford to manufacture volumes to meet library needs, because the bulk of their production is for non-library use. Even publishers' library editions or reinforced trade editions will not withstand the rigors of the hard library usage for which library binding (i.e. volumes bound according to the L.B.I. Standard, sometimes called "Class A") is intended.

Numerous studies over the years indicate that a Class "A" volume will furnish one hundred or more circulations or uses compared with trade editions that average 20-30 such circulations.

The specifications call for collation—i.e. examining the volume to insure its completeness and other details of manufacture with the object of having a volume which will meet reader requirements at a reasonable cost. Surveys indicate that the price of library binding has risen in recent years at a much lower rate than books, periodicals or series.

Low cost per circulation or use is a reality when library binding (LBI Standard) is specified when binding is purchased. When a Certified Library Binder is used, he must, as a condition of certification, affix a warranty of quality on his invoice. In addition, his plant is periodically inspected under an industry-wide Quality Control Program by a Quality Control Coordinator.

In this way American library binders discharge a very real and substantial obligation to their customers in an effective manner. This is what we mean by quality control and control of quality.

This, by now, is no new situation. Why, then, does it appear important to the President of L.B.I. at this time to emphasize this relationship and how it is implemented?

We are undergoing a series of fundamental changes in our country today. Every phase of our society is being affected, including libraries. The role of the public library is being reexamined, new school libraries are being created, and education in general is being structured around the library.

New methods are being tried, new values are being explored. Librarian functions are being redefined, and the number of library personnel, professional and administrative, is expanding.

In such a period we believe it important to emphasize the essentials of the maintenance of library printed materials, and the place of library binding in that process. New librarians purchasing agents and other personnel, frequently are uninformed or indifferent to the importance of a sound binding program.

Maintenance of materials is as important a library function as acquisition. Imagine what would happen if a city bought a fleet of trucks, yet appropriated no funds for their upkeep and maintenance. Yet it is not uncommon for a library to buy books and periodicals without appropriating sufficient funds for their upkeep and maintenance by library binding. This may be so, even though it is elementary that a volume may be rebound, look as good as new and be good for 100 or more circulations for a fraction of the cost of a new volume.

This is the economy of rebinding. It stretches a library's budget, freeing funds for the purchase of new books or other library purposes.

Maintenance of library materials is as important as their acquisition. The librarian who recognizes this relationship and who acts to implement one with the other is performing an essential part of his professional tasks. We of L.B.I. stand ready and willing to assist in every way.

6500 YEARS OF CHANGE PRODUCED THE BOOK OF TODAY

Continued from December, 1968 issue

By MELVIN B. SUMMERFIELD

Illuminated Manuscripts

The art of illuminating books reached its climax in the East about the same time it flourished in the West. It continued to be practiced there, however, long after it had gone out of fashion in Europe and is evident in the continued reproduction of poetic works so dear to the hearts of Iranians.

A few plates illustrate vividly the different styles of ornamentation that are characteristic of various countries in Asia from the crude half-barbaric characters of the Bark Book from Sumatra to the intricate patterns of the Persian Book of Kings.

The distinctive characteristic of the Oriental art as a whole is that the artist's taste runs to conventional patterns and conventionalized flowers and leaves rather than to the portrayal of the human figure. The latter is not altogether ignored, but as a rule, where figures are represented, they are given a page by themselves, or at least a major portion of the page.

Such is the case with the great Persian Book of Kings, a text plate of which is shown below. With the Mohammedans, the delineation of the human figure was altogether proscribed through religious fear that such portrayal might lead to image worship similar to what they believed existed among the Christians of Byzantium.

It will be seen that as regards minute details, the illuminator's art in Persia (Iran) reached a stage that has never been surpassed anywhere. Time was obviously no consideration to the artist who illuminated the pages of the Shah Namah.

In beauty of color, these manuscripts have no equal, but for breadth of handling and for those qualities which go to make up a higher art, such illumination as this gives little opportunity.

The Armenian manuscript represents a transition between the art of the East and that of the West. The Armenian language is restricted to a small area in Western Asia, and its alphabet, though believed to be of Semitic origin, shows the influence of Greek so strongly that some students adhere to the belief that it is strictly Greek in origin.

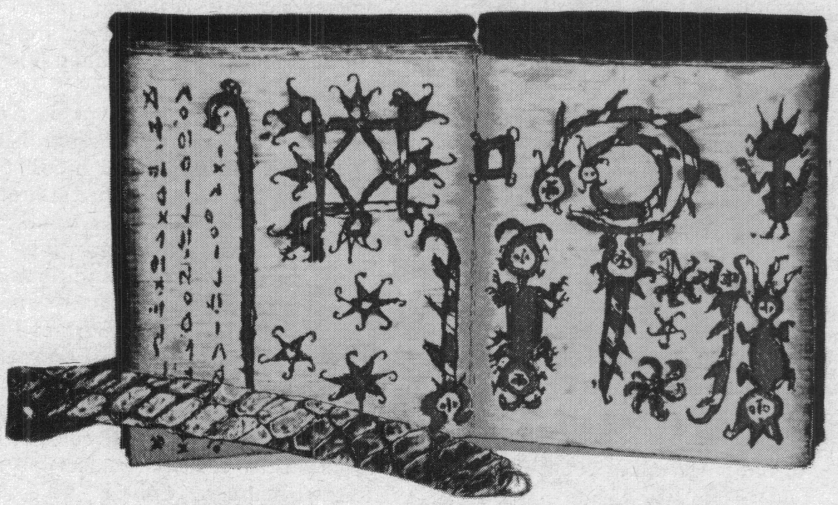
Illumination as an art form in the Western World was practiced extensively by monks in the early religious manuscripts. After Gutenberg, however, when books themselves became art forms, they became treasured not only for their content, but for their beauty, and book lovers began collecting them just as many connoisseurs collect paintings today. Illumination has gone out of style primarily because it no longer serves a useful purpose in a world of mass production. Occasionally a special edition appears to commemorate an anniversary or occasion of moment, but it is printers' ink and not the artist's brush which decorates the pages.

It might be noted here that "edge painting" to depict a scene from the story existed during the late nineteenth and early twentieth centuries among some extremely skilled artists and binders. Such paintings may be found today in rare book collections. Among those skilled in this art was the late Joseph Ruzicka. Although edge painting may be considered a form of illumination, it is truly an art in itself.

The plate below represents a book on witchcraft in the Battak character. It is written on folded bark in lines arranged from left to right, but being read from bottom to top. Dr. Reinhold Rost, CIE, LLD, who has written largely upon the subject of Oriental alphabets, says that the Battak, together with a number of ancient Malayan alphabets is ultimately traceable to Ancient Cambodian characters. The Cambodian characters, in their turn, according to Professor Rost, are derived from a South Indian alphabet such as was used for monumental inscriptions in the sixth and eighth centuries A.D.

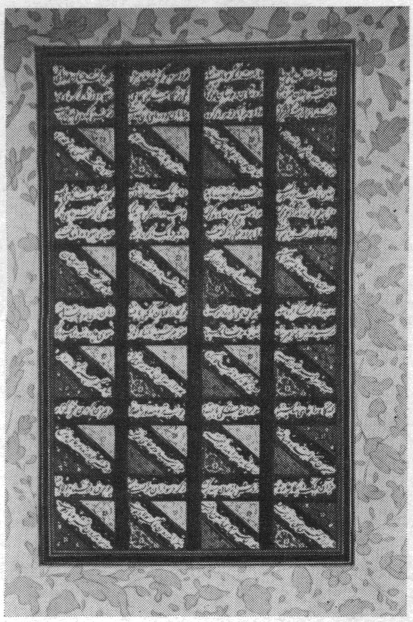
The book shown in the cut has unique interest because of the manner in which its covers are held together by a piece of snakeskin, and has become known as the "snakeskin book."

The Battas are a people who occupied the northern part of Sumatra and are supposed to have represented the oldest inhabitants of the island. In general they were a peaceable people who have been engaged principally in agriculture, although as late as the early part of this century they were said to practice cannibalistic rites. A general knowledge of reading and writing has prevailed among them for



Book made of Folded Bark from Sumatra, British Museum.

a long period. The religion of the Battas is characterized by demon and ancestor worship and is full of barbarous practices. Hence it is not surprising to find that their literature is composed chiefly of books on witchcraft, incantations and the like.



Shah Namah, or Book of Kings (circa 16th century), London.

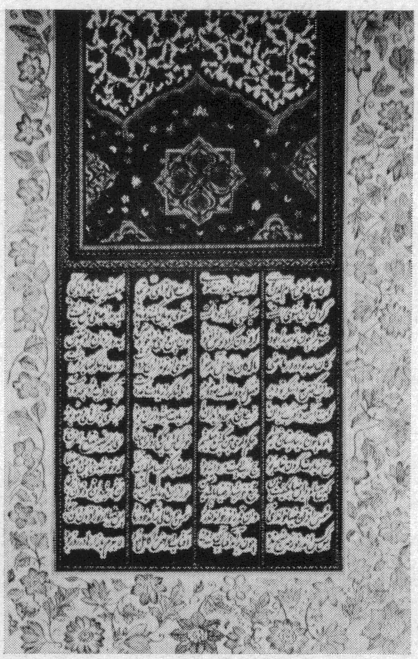
The above is a beautiful specimen of the elaborate Oriental style of ornamentation. The whole volume consists of several hundred pages, all beautifully decorated and each different from the others.

The Shah Namah, the great epic poem of Persia, is compounded of nearly 60,000 double lines, and contains the history of Persia from the beginning of the world to the fall of the Sassanids. It was finished in 1011 after thirty-five years of work. It has been called the "glorious monument" of Eastern genius and learning, which, if ever it should be generally understood in its original language, will probably "contest the merit of invention with Homer itself."*

The book is based upon the ancient legends current among the Persians and was composed by Firdusi at the wish of Ghaznavid king, Mahmud. The poet's real name was Abul-Kassim Mansur, but he received the name Firdusi because he transformed the court into a paradise (Firdus). It is said that instead of being paid for his work as it was done, Firdusi asked the sultan to let the sum accumulate until the work was entirely completed, since he wished to use the money for building a dike to protect his native city of Tus. When the poem was finished, Mahmud ordered his treasurer to take the poet as much gold as an elephant could carry. But the treasurer, jealous of the poet, persuaded his master to send an elephant load of silver instead. Firdusi was so angered by this injustice that he gave away all of the silver, wrote a bitter satire on the monarch and fled from his court. The rest of his life was spent wandering from place to place, pursued by the emmity of the powerful Mahmud.

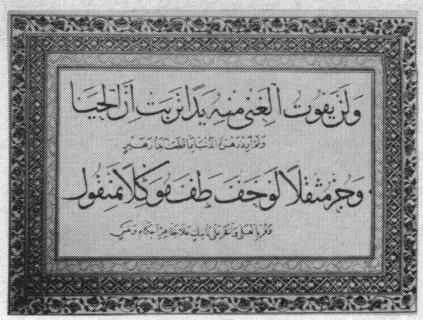
Below is a specimen of elaborate Oriental ornamentation. The perfect finish, even to minute details, is evident. The whole effect reminds one of the designs on Persian rugs and shawls. Persian was written in the Pehlevi (Pahlavi) character before the Arab conquest, at which time the Arabic alphabet was introduced, and now used, throughout Iran with just a few modifications. The Arabic language has also exercised a great influence on the Persian. The same may also be said of Turkish.

In Arabic writing—as well as in Persian and Turkish—vowels are represented by marks above and below the line. In ordinary writing these are eliminated and the reading, therefore, is difficult and, in fact, impossible, unless one knows the language thoroughly. In some manuscripts even the dots which distinguish one letter from another are also omitted, and in such cases, a perfect knowledge of the language is absolutely necessary to decipher them.



Poetical Biography of Shaikh Abdu'l-Kadir Jilani, 1825 A.D.

*Sir William Jones—History of the Art of Writing—H. S. William—Merrill and Baker, London.



Quotations from the Koran and Extracts from Arabic and Persian Authors, 1734 A.D.

This plate is taken from a manuscript containing quotations from the Koran and extracts from Arabic and Persian authors which are beautifully illuminated together with portraits of eastern rulers and chiefs.

The two lines written with large letters should be read together as well as the two lines with smaller letters. The four lines contain only dis onnected sentences in the form of proverbs and quotations. The first begins: "Wealth does not escape the hands of an experienced man." The first line of the small print reads: "I do not wish the flowers of the earth which the hand of Zahair has plucked." Zahair was a popular hero.

Such a thing as capital letters is unknown in Arabic. There may be a difference in the size of the letters, but nothing marks the beginning of a sentence or a proper name as in English.

The Koran is one of the most widely read books in existence since it is read in schools and in worship, and is constantly being studied and commented upon by Arab scholars and lawyers. It lays down not only the rules of religious life for a Moslem, but also his code of law. The book was "revealed" to Mohammed, a little at a time, special messages being sent to him to suit special cases.

The whole was collected and arranged after his death. Innumerable manuscripts of the Koran exist in European libraries. The original, written by Othman, the third caliph after Mohammed, has also been exhibited. Mohammedans regard all copies of the Koran as sacred and resent its possession by Christians.

The Khawar Namah, by Ibn Husum or Husam, was written in 1427, or in the year 830 of the Hegira. It was one of a new class of writings in Persia when authors left the comparatively exhausted field of the national glory of Persia and began to choose their subjects from Arabian tradition.

The cut represents the commencement of the poem which records the warlike deeds of Ali, adopted son and

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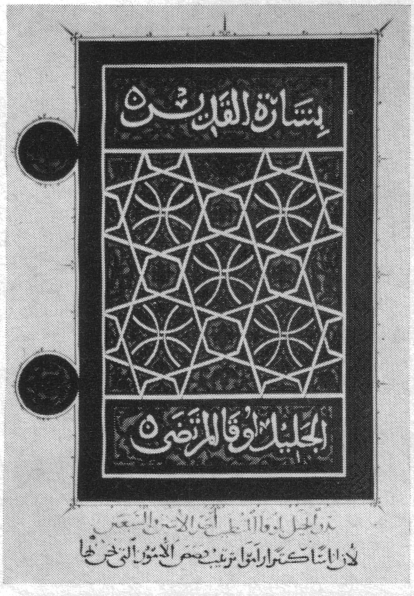
Khawar Namah, 1789 A.D., Indian Collection, London.

later, son-in-law of Mohammed. He is held in peculiar veneration by the Persians, who regard him as second only to the prophet and celebrate the anniversary of his martyrdom which took place in 661 at Kufa. His grave is a place of pilgrimage for all pious descendents of the Persians who belong to the Shiite sect, in distinction to the Turks who are Sunnis. The poem begins, as do nearly all Arabic and Turkish works, with the formula: "In the name of the most merciful God."



Arabic Gospels, British Museum.

This is a beautiful specimen of Moorish art, representing the title page of St. Luke and the commencement of his Gospel. The manuscript from which the plate was copied is a Codex Bombycinus, consisting of 205 leaves. It comprises the four gospels beautifully written.

Each of the gospels is preceded by an illuminated page, the central part presenting an example of Moorish art similar to the ornaments in the Alhambra Palace. The design on the plate will be seen to be formed by four series of straight but interrupted lines, intercepting at an angle of forty-five degrees. Each gospel is also precededed by a portrait of its respective evangelist, St. Luke being represented with a book in the right hand, and another open before him on a stand. The title on the decorated part of the plate reads: The Holy Evangels: the illustrious Luke, the submissive. There are many translations of the New Testament which are supposed to have been made between the seventh and tenth centuries.

Armenian Manuscript, 13th Century.

Here we see a marked contrast to the purely oriental designs, since here, Byzantine art has begun to be introduced, and the result is no longer harmonious and beautiful.

This page represents the commencement of the gospel of St. John. The title is contained in the first three lines between the birds with the women's head. The birds directly below form the first word of the text in English: "In the beginning—."

The manuscripts contain the four gospels, written in the middle of the thirteenth century. They contain 311 leaves of vellum only 5½" long by 3½" wide and are written on both sides in double columns. The work is important from a biblical point of view, because it antedates those manuscripts from which the first printed edition was made. It belonged to an Armenian family living in Madras, where they settled after being driven from their home by Tamerlane. The illumination of St. John has two figures, one perhaps showing the writer as young, the other as old, when he wrote the Apocalypse.

The Armenian alphabet, together with the Georgian, is a descendent of the Iranian, and the two may be regarded as its only living representatives. They were developed in the fourth century by St. Mesrob. Tradition says that the letters were revealed to him in a vision from heaven. Mesrob translated the New Testament into Armenian and thus introduced a new alphabet into his country. It was adopted in 406 by an edict of the Armenian King. The first edition of the Armenian Bible was printed in Amsterdam in 1666. It was altered somewhat to correspond with the Vulgate, which caused Armenian Christians to regard it unfavorably.

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Mr. Glasgow, a graduate of Miami University, is the Director of Systems and Procedures for the Heckman Bindery, Inc., North Manchester, Indiana, and has been with the company since 1964.

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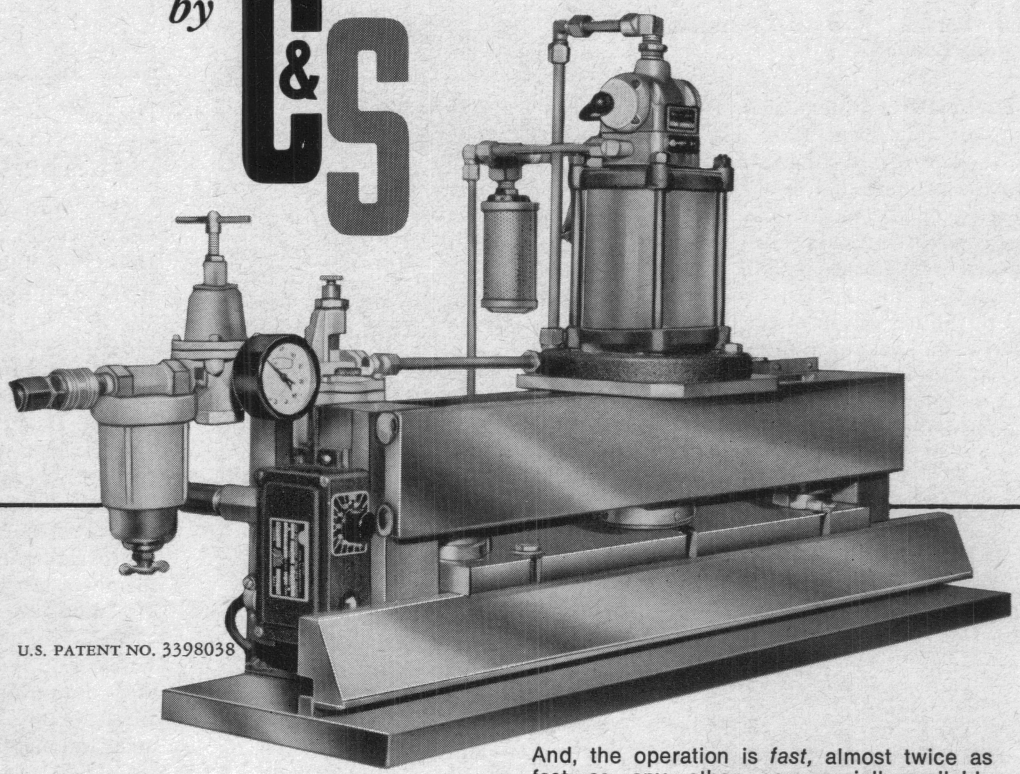

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THE ROLE AND RELATIONSHIP OF SCHOOL AND PUBLIC LIBRARIES

By KENNETH F. KISTER

Reprinted for a speech delivered to the Western Massachusetts Library Club

What about the role of public and school libraries and their changing relationship? What is the public library's responsibility to school-age children? Is the school library meeting its obligations to students? What effects have federally supported programs had on the school-public library relationship? What effects will they have in the future? How much cooperation is possible between school and public libraries? How much is desirable? These are hard questions which will not be solved here today. However, we can attempt to clarify certain issues of mutual importance to school and public libraries, and by so doing possibly achieve an increased perspective of their bearing on this question of relationship and roles.

All of us are aware that during the past ten years or so—let's say since that now famous first Russian Sputnik in 1957—public libraries have been swamped with ever-increasing numbers of students seeking books, information, and a place to study. In a great many instances, public library staffs and collections have been severely strained in attempting to meet these heavy demands. Understandably, perhaps, most public librarians have not been especially creative in their approach to coping with the "student explosion," as it has been called.

When the American Library Association's 1963 conference on *Student Use of Libraries* explored what methods various public libraries were using to alleviate the problem caused by increased student use of their facilities, the list included such uninspired measures as: curtailment or elimination of telephone reference service to students; the employment of monitors in the evenings; the recommendation that school children themselves purchase needed library materials; and publication of brochures explaining the library's rules and services. At best, such measures represent an inadequate or incomplete response to the student problem. Yet, after living with the problem for over ten years, public librarians have been able to think of nothing better.

Now, there are a great many librarians who may question my last comment, suggesting that long-term solutions to student use of libraries is a matter for *school*—not public—librarians. I agree. I agree emphatically. However, until quite recently school librarians have been in no position to offer any kind of leadership in attempting to find solutions to this problem. School librarians just have not had the facilities or the funds to think beyond their noses about anything but survival. We know, for instance, that at the present time, the majority of the 93,000 elementary schools in this country are without libraries. We know that the vast majority of the 30,000-plus high schools in this country have libraries which are inadequate —and some have no libraries at all. Anyone who has looked over the *Willis-Harrington Report*[1] on public education in Massachusetts is fully aware of the deplorable situation in our own state. Approximately 96% of the Commonwealth's elementary schools lack a central library. About 25% of the junior high schools in the state have book collections of less than one thousand volumes. High school libraries average something like 3500 to 4000 volumes, while ALA *minimum* standards call for more than twice that number *in the smallest* schools. Half of the junior high school libraries and a quarter of the high school libraries subscribe to fewer than fifteen periodicals, and there are a considerable number of school libraries in the state which do not carry a single subscription to a daily newspaper. The *Willis Report* found that the average expenditure for library books in the Commonwealth was $1.06 per pupil per year, while ALA minimum standards recommend something in the neighborhood of five or six dollars per pupil. In Boston, the investment is—or was at the time of the *Report*—six *cents* per pupil per year. In Springfield, the figure was one cent.

This gloomy picture will rapidly change. It is changing right now. The reason, of course, is federal aid to school libraries. The 1965 Elementary and Secondary Education Act, a five year program designed "to strengthen and improve quality and educational opportunities in the nation's elementary and secondary schools," provided an initial appropriation of $100 million for fiscal 1966, under Title II, for the purchase of books and other instructional materials. The appropriation has remained at about $100 million for 1967—and the same amount has been requested for 1968.* While Title II represents the most important section of the Act for school librarians generally, other titles have specialized significance. Title I of ESEA offers funds to elementary schools in low income areas to provide an effective

*This amount was appropriated for fiscal 1968.

Kenneth F. Kister has been Assistant Professor of Library Science at Simmons College of Library Science since 1965. He is a specialist in the literature of the social sciences, reference methods, book selection, and censorship and intellectual freedom. Prior to teaching at Simmons, Mr. Kister was reference librarian at Simmons and spent the academic year 1964-'65 in England as a participant in the Internship Programme for Overseas Librarians (sponsored by the British Library Assoc. in cooperation with the ALA). He is a 1957 graduate of the State College at Shippensburg, Pennsylvania, and holds a Master's degree in library science from Simmons.

A member of the Subscription Books Committee of the ALA since 1966, he is also an active book reviewer for *Library Journal, Choice,* and the *Bulletin of Bibliography*. In 1968, he became editor of the *Bay State Librarian,* the bulletin of the Mass. Library Assoc.

The professional writings of Mr. Kister have been published in *Library Journal, Wilson Library Bulletin, ALA Bulletin,* and the *Bulletin of Bibliography,* among others.

library service to meet the needs of educationally deprived children. Title III encourages the creation of experimental, or model, school libraries. And Title IV provides money to finance research studies in the field of education, including school library techniques and problems. Without a doubt, this legislation has not been all sweetness and light. The Act, for example, provides no funds under Title II for hiring needed additional staff to process and administer the new books and materials acquired, a situation which the editor of *School Library Journal* has characterized as not so much "putting the cart before the horse as setting up a cart without a horse to get it going." And, too, the sudden increase in the volume of sales due to the Act's generosity has thrown publishers' order departments into varying degrees of turmoil, which has resulted in delays and errors in filling orders. (Publishers, it should be parenthetically noted, are not complaining. Recently, one was quoted as saying, "We used to think the *Bible* was the best title of all, but not any more. Title II is the best.") However, when all is said and done, these administrative bugs are nothing compared with the revolutionizing effects this huge transfusion of federal money will have upon the development of school libraries in this country. Dramatically, the overall situation has been transformed from one of futility and inadequacy to one of growth and grandiose expectations.

Within a short time, perhaps five or ten years, school library service in many areas may rival, or surpass, that offered by public libraries. Already school librarians are beginning to speak in terms of full service to students—pointing out, rather indignantly I might add, that public libraries have not been able to supply students with the kinds of library materials and guidance they require. Specifically, they note that the current "curricular revolution" taking place in American education—a switch from the traditional textbook-centered approach to teaching to one which is multimedia in concept—places the school librarian in a unique position to educate children in the uses of various library materials as well as handle their informational requests and the like. The school librarian of 1967, speaks knowingly of "media centers," "instructional materials centers," and "learning centers." What exactly are they talking about? Here's a fair summary:

> By providing richer food. This, in one sentence, is the idea of the school library; and as the idea has taken flesh, the library has assumed many, varied forms and uses. It is, of course, larger, so that it can be used at any time in the day as a sanctuary for study, dialogue, or free intellectual play, and split into several rooms and areas. It is a place where a child can come in after lunch to listen to Peter and the Wolf, and watch an animated version. Or where Churchill's speeches, in their full rhetorical beauty, can be experienced a generation later.[2]

Full of sense of educational mission and zealous purpose, the new go-go school librarians—a bit tipsy on 100 proof federal dollars and Marshall McLuhan, the apostle of the Electric Age and its variety of communications media—realize that it is essential to retrieve their lost clientele, the students, from the public library. Recent literature of school librarianship is filled with exhortations urging this end. In the May 1966 issue of *School Libraries,* for example, Dr. Frances Henne of Columbia's School of Library Service comments that the school librarian, unlike his public library counterpart, is a teacher, and that students will suffer unless and until they are brought under the school

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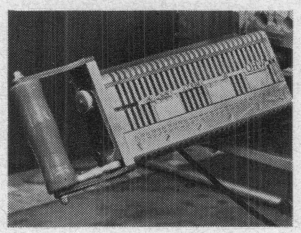

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librarian's media-feathered wing, because:

> library instruction must be related to curricular content and assignments must stress the multi-media approach in the process of learning, and must provide group and individual guidance of many kinds —clearly functions of the schools and the educational process.[3]

Immediately following this observation, Dr. Henne indulges in a bit of parenthetical sarcasm aimed at public librarians and their past efforts to cooperate with the schools: "It is not as simple a matter as just knowing in advance what the assignments are," she says.

Where, then, does *all this* leave the public library? Well, it still has the kids—and will have them until such time as the media centers (learning centers, instructional materials centers, mass communications centers, as you will) cease to be merely experimental projects, which unquestionably they are at this time. And until such time as all school librarians assimilate the McLuhan-Henne message, which, if we are to believe Mary Gaver, a teacher of school library service at Rutgers and currently president of ALA, may take some time. In the May 15, 1967 issue of *School Library Journal,* Miss Gaver laments that many school librarians have shown:

> little understanding of the importance and value of nonprint materials in today's instructional programs or had made little progress in implementing this concept. This low level of comprehension of the "IMC" idea was shown in total lack of provision of nonprint materials; failure to understand how to catalog, store, and circulate materials not in traditional book form; insufficient comprehension of criteria for evaluating such materials; and paucity of ideas on how to use them in the instructional program.[4]

And, too, the public library will have the kids until such time as school librarians are prepared to keep their libraries open in the evenings and on the weekends, summers as well as winters. And until such time as school students indicate a willingness to return to the school building after spending a major portion of the day there. And until such time as school libraries become geographically more accessible so that students who do want to study (or listen to Peter and the Wolf) there in the evenings or on Saturdays or in the summers can actually get there. Until these practical problems are overcome by school librarians in concert with school administrators, public libraries will continue to have school-age children using their facilities in increasingly large numbers.

And, while I have no doubt that the media centers will eventually become commonplace, I have less faith that school librarians will have the wherewithal to effectively deal with the other limitations to service I have just mentioned. The go-go school librarians wish to be known as educators—teachers. Much of the appeal here rests with having teachers' hours and teachers' holidays. Without this attraction, much of the "go-go" may go right out of their present mood. Certainly, most professional librarians, I believe, would agree with the statement which came out of the 1963 conference on *Student Use of Libraries* that,

> Even though an adequate school library may be present in a school, students without free hours and school libraries without adequate service hours will nullify the investment in a school library. The children who could readily fill their requests in their school libraries are, in effect, shunted to public libraries with their longer service hours.[5]

The restrictive environment which characterizes most schools, both elementary and secondary, will pose another tough hurdle for school librarians. Schools look like prisons, and all too frequently students feel like, and are treated like, prison inmates. When students escape at 3:10 or whenever, they just don't want to return to such an environment to use the library, even if it should perchance be open. The problem of physical access to the educational plant itself could possibly be solved by an elaborate scheme of bussing, but I rather doubt if administrators would be inclined to try, even if school librarians were to urge such a measure.

So, where does all this leave the public library? Where the action is—where else! However, those of us who are concerned about the future of the public library should hope—hope like hell—that the go-go school librarians do succeed in their attempts to give increased service to students. Such a development would free the public library to concentrate on improved service to its adult readership—a group which has been largely neglected since the students began to use the library in massive numbers. In too many instances, the public library in this country has tried to be all things to all men —a carry-over from its nineteenth century evangelism to encourage the spread of middle-class enlightenment among the citizenry; and consequently the public library has not been particularly successful at very much it has undertaken. I am not suggesting that it would be well if public librarians never saw a student from one week to the next. Students will always use the collections and services of public libraries as a supplement to their school library facilities. This is evident, I believe, when one observes the great numbers of college and university students in the Boston area who use public libraries, and yet have, hopefully, adequate libraries at their own academic institutions. I am suggesting that public libraries begin to strengthen their services to adults when and if school libraries begin to meet their responsibilities. Should this come about, both school and public libraries will emerge much stronger than they are today; and the whole of our society will be the beneficiary.

[1]Massachusetts. Special Commission Relative to Improving and Extending Educational Facilities in the Commonwealth. *Quality Education for Massachusetts: An Investment in the People of the Commonwealth; Final Report.* Benjamin Willis and Senator Kevin Harrington, Chairmen. Boston, 1965.

[2]"A Place to Nourish Learning; The Pattern of School Library Design," *Library Journal,* Children's & Young People's Libraries section, XC (December 15, 1965), 15.

[3]Frances Henne, "Learning to Learn in School Libraries," *School Libraries,* XV (May, 1966), 22.

[4]Mary V. Gaver, "The School Library: An Intellectual Force?" *School Library Journal* (May 1967), 26.

[5]American Library Association. *Student Use of Libraries . . . Papers of the Conference within a Conference, July 16-18, 1963.* Chicago, the Association, 1964. p. 33.

WANTED: REGIONAL EDITORS

In an attempt to make the Library Binder a forum for progressive thought in the library field, we are looking for librarians around the country who would like to become regional editors of our publication. The job of a regional editor would be to forward news of unique library projects within his designated area, as well as news of the various library association activities. On occasion, it would also be necessary to contact other librarians for the purpose of having them submit articles on particular subjects which would be of interest to our readers.

Any librarian wishing to join our staff (no experience necessary) should write on their library letterhead to the Editor, The Library Binder, 160 State Street, Boston, Mass. 02109.

By Margaret Knox Goggin, *Dean Graduate School of Librarianship, Univeristy of Denver*

THE GRADUATE SCHOOL OF LIBRARIANSHIP, UNIVERSITY OF DENVER

Indicative of the times in which we live is the title of this series of articles in THE LIBRARY BINDER: What is a Library School? In the unrest of today's world, filled with revolution and rebellion, no institution, no activity, no tradition, escapes the searching, questioning process by both those who oppose the institution and its complex activities, heritage and present philosophy, and by those who most support the entity.

In the field of library education, the questioning has been a characteristic feature of its entire existence. Since the establishment of the first training school classes and the founding of the first library schools, library education has been a profession seeking answers to questions, and questioning the answers.

What is the locus of library education? Should the education of the librarian and the information scientist be distinct and separate or are there similar and compatible components to be shared? What is the relationship between undergraduate library programs and the graduate library school? Can there be articulation between these two? Should there be a national plan for library education or should we rise up "In Defense of Diversity"? What role should the library schools play in educating media specialists? or media generalists? Should library schools require a strong liberal arts undergraduate degree for admission to the graduate program? If so, what exactly is "a strong liberal arts degree"? To what extent should the field dictate content of library school curricula? Should schools prepare librarians for present job demands or provide education anticipatory of possible future innovations and demands? Can you educate a librarian for today's information-centered populace in one year? If not, how long should it take? What is the library school's role in continuing education? These are but a few of the many imponderables.

It is the author's conviction that so long as we ask "What is a library school" instead of saying "This is a library school," library education will be vital, innovative and open to constructive change. President Kennedy has said, "Our progress as a nation can be no swifter than our progress in education." To paraphrase that is to say, "Our progress as librarians can be no swifter than our progress in library education."

Let us turn our attention to two questions and relate them to the Graduate School Of Librarianship of the University of Denver: "Why a Library School?" and "What is a Library School?"

It is perhaps pertinent to first answer the question "Why a Library School in Denver?" Why should a library school be established on a mile-high plateau at the foot of the Rocky Mountains? To the west and south through mountain passes lies the vast expanse of the great western states, Arizona, Nevada, Utah, New Mexico; to the north the sparsely populated Wyoming, Montana, Idaho, North and South Dakota; and to the east the flat plains country of eastern Colorado, Nebraska and western Kansas.

Into this city which now boasts that it is the "Climate Capital of the World," the "Sports Capital of the West," "Ski Country USA," "Queen City of the Plains and Mountains," and "Carnation Capital of the World," came adventurous capable leaders such as John Evans to found the University of Denver in 1864, only three years after the establishment of the Territory of Colorado. A few years later John Cotton Dana brought creative thinking and action to the Denver Public Library when he became its librarian in 1889. His interest in his staff and in their needs for training led him to establish a training class open to students on a competitive basis and leading to employment in the public library upon successful completion of the six month's course. His *Public Library Handbook,* one of the first textbooks in library science, was adopted by libraries all over the

country as a text for their training programs because of the clarity with which the author discussed library organization and procedures.

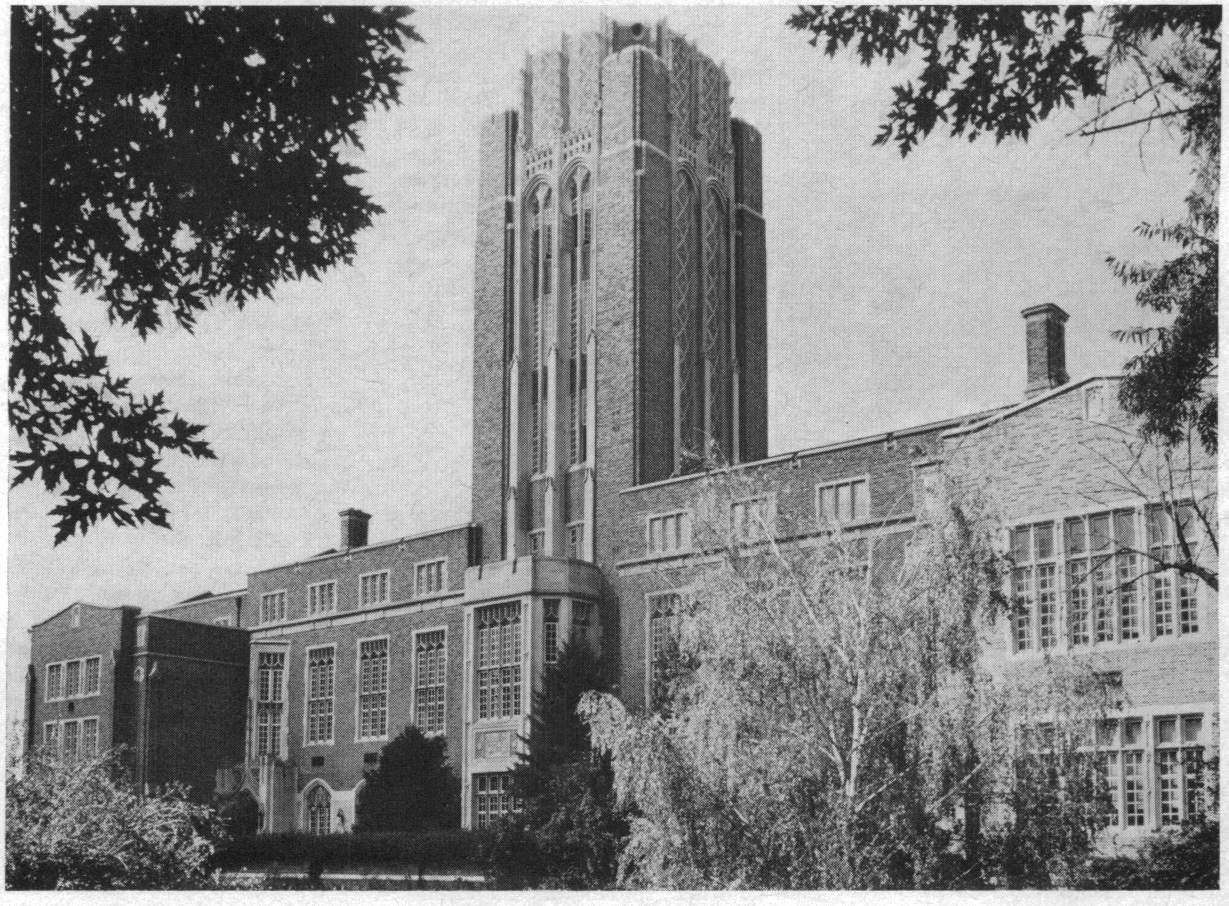
The active program in education for librarians introduced so effectively by Dana continued at the Denver Public Library with only one interruption until 1931. That year saw the culmination of the efforts of Malcolm Wyer, the Director of the Denver Public Library, efforts of some four years toward the establishment of a library school in Denver to be independent of any single library, to be accredited by the A.L.A. Board of Education for Librarianship (which board Wyer had been instrumental in creating) and to educate librarians for the Rocky Mountain area. The University of Denver was chosen by Dr. Wyer as the logical parent for the school, and with the help of the American Library Association and with financial support from the Carnegie Corporation the school became a reality in 1931, with Malcolm Wyer as Dean.

Thus, the "why?" of the Graduate School of Librarianship can be answered, first by the presence in Denver of pioneer leaders dedicated to providing opportunities for higher education, and creative public librarians with interest in education for the library profession; secondly, by Denver's location, for as Malcolm Wyer pointed out, ". . . the only logical location for a library school in the Rocky Mountain region is in Denver, because in this city alone will be found a large public library system, well organized school libraries, college libraries and special libraries . . . ." A third factor was the receptiveness of the University of Denver to the idea of a library school as a part of the university community.

What is the Graduate School of Librarianship? The Graduate School of Librarianship at the University of Denver might be characterized throughout the first two decades of its existence by curriculum innovation.

Innovation in the curriculum of the new school was evident from the beginning with the appointment of Harriet Howe as Director of Training under Dr. Wyer. An associate professor at the Advanced Graduate Library School of the University of Chicago, she brought from her studies at the universities of Illinois and Harvard and her work as executive secretary of the Board of Education for Librarianship, fresh insights into library school curricula, and was most responsible for the curriculum which was introduced into the new school, a program representing a complete break with the traditional arrangement of courses in other library schools. By organizing what had been offered in various individual courses into three large units, Book Arts, Library Administration, and Cataloging and Classification, Miss Howe and the faculty believed students could follow their own interests as to type of library within these broad general areas, and more easily interrelate principles of library management.

Today's curriculum in the Graduate School of Librarianship, although having among its courses representative offerings in the traditional library science areas, in the newer non-print media and in information science, is being revised to attempt a more eclectic unified curriculum drawing on the knowledge resources of all three areas. An examination of the programs in library science, information science, and programs for the education of the media generalist and media specialist indicates a number of interfaces among the three, and gives us confidence that the difficulties of merging education for the three



Mary Reed Library, University of Denver.

Prof. James Nichols advising a student (Mary Bostick).

areas are not insurmountable, while the benefit of such a unity of approach will be the production of graduates capable of the sophisticated application of knowledge in whatever situations compose their environment. The program which is finally devised will be directed toward satisfying the three curriculum orientations identified by the ASIS curriculum panel in 1968, namely, education for functional or service positions, education for integrative or design and analysis positions, and education for research and educational positions.

Another major innovation was made in 1947, when the new "Denver Plan" was initiated. In this plan the basic core curriculum of 15 quarter hours was placed in the undergraduate program as prerequisite to a graduate curriculum in librarianship which consisted of one academic school year of study, or a minimum of 45 quarter hours of course work. At the end of this first year of post-college education a Master's degree was awarded instead of the Bachelor of Science in Library Science granted by other schools. As Dean Harold Lancour wrote, "In many respects this was the match that lighted the fuse." Library schools throughout the country followed the pattern set by Denver and changed to the Master's degree for this year of professional study in librarianship.

Today the Graduate School of Librarianship continues to award the Master of Arts degree as the single graduate degree in librarianship, although cooperative program leading to a Ph.D. in an area such as English, history or education with a minor in library science has been elected by some students during the past years as preparation for library administration or teaching. In September 1970, it is anticipated that a sixth year of library education will be initiated, to make available in the Rocky Mountain region continuing education in the areas of librarianship and information science.

A library school must not only reflect innovative ideas and practices, but must also be characterized as an environment, the climate of which fosters the interchange of ideas. In creating such a climate the curriculum is but one factor. Lectureships, colloquia, research experience, publication activities, and field experiences are all a fundamental part of the school's program.

The Isabel Nichol Lectureship, endowed by Isabel Nichol, one of the school's most illustrious faculty members from 1941 to 1964, brings to the campus each year a distinguished librarian who, in addition to presenting a lecture for the total library community, meets with classes and informal groups of students and faculty over a 2-3 day period. The stimulation from such library leaders as Paul Wasserman and Robert Downs, the first two lecturers in this series, cannot be measured.

In addition to this highlight of the year, speakers are brought monthly for a library colloquium wherein discussion follows presentation of varied points of views on topics ranging throughout the spectrum of knowledge. Through these opportunities for formal and informal relationships with outstanding leaders and scholars students find their horizons broadened, their understanding of library problems clearer and enthusiasm for the work ahead stimulated. The entire experience is strengthened by the involvement of students in the selection of the speakers.

Reinforcement of the practical application of theoretical knowledge is found in visits to library and information centers of all types and intricacy of organization, and field experience is gained by work assignments in selected situations. For this aspect of the program Denver and its environs offer valuable opportunities for learning experiences.

To enrich the opportunities for independent thought and action, the

Prof. Lucile Hatch and student Elizabeth Turner looking at children's books.

Computer technology is also a part of the curriculum (Mary Mitchell, James Rybarczyk, Jim Arshem).

Graduate School of Librarianship has initiated plans for two adjuncts to the curriculum. The first of these is a Center for Communication and Information Research, a facility for library and information related investigation. While the primary focus of the center will be on applied research and operational problems of libraries and information centers, theoretical studies in information and communication sciences will also be included.

Support facilities available to the Center for Communication and Information Research include the University Computing Center and the mass communications research facilities of the University of Denver as well as the Denver Research Institute with its corps of experienced investigators into the problems of technology transfer and ultramicrofiche.

The existence of a library research center adds to the educational value of the Graduate School of Librarianship, for it provides a research experience for students as well as faculty and can be a force in attracting both to the University. Through active exposure to operating problems of libraries and information centers, students can add realism to the curriculum, while practitioners can benefit by solutions suggested by the center's researchers.

A second adjunct is the Technology Laboratory containing the newest developments in technology applicable to libraries. Hardware and software is available for use and analysis by students who will prepare themselves to make future administrative decisions on equipment and its adaptability to their library needs through their own exploration and experimentation.

Good teaching amidst an environment conducive to informal student-faculty relationships has been a major emphasis at the University of Denver throughout its history. The Dean's Council and the Graduate Student Library Association bring to bear on school and professional problems the focus of the student and help to

Asst. Dean James Foyle in after-class discussion with students (L. to R., Doris Maeser, Tom Harrison, Cheryl Stone).

interrelate student needs with the curriculum and other facets of the school's program.

During the last fifteen years, under the able administrative direction of Dr. Stuart Baillie, the school developed an enlarged student body representative of every region of the country, some thirty-five states and five foreign countries, giving the Graduate School of Librarianship a national atmosphere, if not an international one.

Graduates of the school may be found in all fifty states as well as in library service abroad. Almost 4,000 in number, they form a loyal body of supporters of the school, assisting in numerous ways to strengthen the program, to recruit prospective librarians and to encourage the development of all aspects of the program.

Books remain an integral part of the curriculum.

What is a Library School? The Graduate School of Librarianship of the University of Denver combines a tradition of innovation, with curriculum open to new and creative approaches, emphasis on good teaching and student-faculty interpersonal relationships, a climate which fosters the interchange of ideas, a student body with national perspectives, and a loyal alumni.

PUTTING A BOOK ON THE SHELF

By FRED J. REYNOLDS

Librarian, Fort Wayne Public Library

One of the earliest scenes I can recall was the mending room in our old main library building during the great depression. Great stacks of book mending supplies such as adhesive cloth and single and double stitch book mending materials were in evidence on two long tables, along with paste and glue pots, awl and flax thread. The going rate for high school girls who mended books in those days was fifteen to twenty-five cents per hour, and staff members were not actually earning a great deal more.

The head librarian who served as my predecessor had discovered that it was costly to mend or patch books, even with the availability of cheap labor and binding supplies, which were not so cheap. The presence of heavy mending not only ruined the appearance of many of the volumes, but ultimately prevented the rebinding of the book at a later date. All of us deplored the appearance of books that were in a bandaged or hospitalized condition, and it was this situation that led to the formulation of a new philosophy with regard to the mending of books: all mending was to be discontinued except for the occasional repairing of marginal tears in the leaves of books. But even this binding philosophy was to be subject to additional changes at a later date.

Since labor is one of the costliest factors to be considered in placing books on the shelves of a library, we early began to purchase prebound volumes and decided to send books with publishers' bindings to the bindery before pages or signatures became loosened from the original binding. In addition, while we stated in our binding specifications that the binder need not collate the books and magazines from our library prior to rebinding, we made it mandatory in those same specifications that binders bidding on our work must belong to the Library Binding Institute, since we had previously had an unfortunate experience with a binder who was not a member of this association.

The book collection of the Fort Wayne Public Library has become, I believe, one of the better ones among public libraries for three reasons: First, the book fund has been adequate over a long period of time. Second, the selection of titles for purchase has been based upon quality. And third, we have always sought to have an adequate budget for prebinding and rebinding. If a book or periodical is worth preserving, it should be properly bound.

This does not mean, however, that we are insensitive to the value of microfiche, micro-card and microfilm, since our library has more than 25,000 reels of the latter; but we do know that the library patron prefers a book or periodical to the microform. It is for this reason that we frequently purchase titles in both forms.

Over thirty years ago the administrators of the Fort Wayne Public Library realized the almost unlimited resources and treasures available in the antiquarian book stores of our nation. Out-of-print and one-owner copies of fabulous titles were for sale on the shelves of used book dealers for relatively few cents. Thus, for two decades buyers from this institution, frequently accompanied by our binder, visited more than 200 antiquarian book dealers each year. All books were sent from the book store directly to

Fort Wayne Public Library, Fort Wayne, Indiana.

Pre-school through Grade 6 Library of the Fort Wayne Public Library.

the bindery prior to reaching our technical process department. Antiquarian book stores from Boston to Denver, from Minneapolis to New Orleans, supplied tens of thousands of wonderful titles for our shelves, and the binder was responsible for the new book appearance of each title. Today, on a smaller scale, we are binding a number of titles from the library print shop, a 3600 Xerox project and five typing projects concerned with local history. None of these projects could make a lasting contribution without the services of the bookbinder.

Business and Technology library of the Fort Wayne Public Library.

The total number of books in our new main library building is in excess of 900,000 volumes, and practically all of them have been rebound in Class A commercial library bindings. An examination of our records for the past twenty-five years shows that we have spent more than one million dollars with bookbinders during that time. With this in mind, I find the study of the annual reports of libraries to be both interesting and revealing. I believe that by and large the value of a public library's book collection is directly proportional to the percentage, taken over a period of time, of the book fund to the total annual budget. This being so, it is a necessary corollary that the amount of money being budgeted for binding should increase by the same percentage as the book fund increases.

FEDERAL AID TO LIBRARIES

By Dudley A. Weiss, Executive Director and General Counsel, Library Binding Institute

Many libraries are unaware of the availability of federal funds in connection with maintenance of library materials. The following is a summary of some of the legislation or administrative action permitting such expenditures. It is not a conclusive list but indicates the policy of coupling acquisition with maintenance of materials.

Public Libraries at the discretion of the state agency may obtain funds for library binding under the *Library and Services Construction Act*. The regulation specifically provides for the necessary binding or rebinding of library materials.

Regional Medical Libraries may obtain sums pursuant to the Medical Library Association Act of 1965.

School libraries are eligible under Title I of the *Elementary and Secondary Education Act* which covers prebinds, paperbacks, bound periodicals and rebinding of books and periodicals (Federal Register Vol. 3). Under Title III supplementary educational centers may get grants to upgrade the quality of education which include expenditures for acquisition of books and periodicals and rebinding.

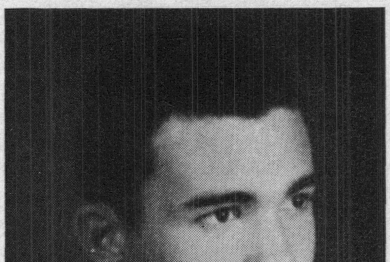
Under Title V grants to strengthen state departments of education may cover binding of books and periodicals.

Colleges and Universities may include as an eligible expenditure "Books, periodicals, documents, magnetic tapes, phonograph records, audio-visual materials and their related library materials (including necessary binding." (Title II, Part A Section 201 of Title II, of Higher Education Act of 1965). Other sections of this act also provide for binding.

There are other acts which also provide for expenditures for library binding either in the act itself or regulations issued thereunder. Included are regulations such as Vocational Education.

Any library seeking further information on this subject may write to the Library Binding Institute, 160 State Street, Boston, Mass. 02109.

DAVID PANCIERA RECEIVES 1968 LBI SCHOLARSHIP



David Panciera

David Panciera of Stafford Springs, Connecticut, has been awarded the 1968 $1000 Library Binding Institute Scholarship. The check was presented at the 87th annual conference of the American Library Association in Kansas City last summer. Mr. Panciera will use the money to continue his study of library science at the State University of New York at Albany.

The scholarship was established by the Library Binding Institute and is awarded annually by the American Library Association to a worthy United States resident student to further his or her library education, without regard to race, color, creed or geographical origin. The award is administered by the Library Education Division of ALA.

LBI WELCOMES GATES

Gates Bookbinding Company of Anaheim, California, has recently become a Certified member of the Library Binding Institute. The company was established in 1954, and specialized in fine binding throughout Southern California. In 1965, the firm began to do general rebinding work for libraries and two years later moved to a new 6000 sq. ft. building.

THE ROLE OF A CLUB IN THE GROWTH OF A PROFESSION

By MRS. MARY ANNA TIEN,

Librarian, Jacob Edwards Memorial Library

Systematic methods of American librarianship were only in their second decade when the Bay Path Library club was founded in Brimfield, Massachusetts, in 1898. Professional prestige was yet to be attained. Over a span of seventy years informal interchange, social and professional, among the membership maintained high library standards in small public libraries, where comparatively few of their librarians had formal training in library science.

In the early days librarians were interested in becoming members, but attendance posed a problem. According to the minutes of June 1899, it was voted that, "The secretary be instructed to ask the Library Trustee in the towns represented in the club to allow their librarian a holiday in order to attend the regular meetings of the club."

As trustees were persuaded that the club served a beneficial service to the improvement of libraries, membership grew. It eventually expanded to include clergy and teachers.

Small towns, earnest in their efforts to have worthwhile public libraries, might have been handicapped in their methods had it not been for the progressive programs of the club.

When the club was organized, the idea of luring children to a library was startling and somewhat unpopular. However, early Bay Path Members were interested in this controversial problem. The minutes of October 1899, record: "Discussion showed that children of foreign born parents were reading a better class of books, than the children of American (sic) born parents which was accounted for by the fact that the former depended more upon the Teachers and Librarians to select their books for them than did the latter."

The following spring meeting was devoted to "Removal of the Age Limit." A year later a school superintendent said at a meeting, "Good reading helps the mothers to keep the boys off the streets and away from evil habits." At the 1903 meeting the conclusion was recorded that it is the responsibility of the librarian to inspire the love of good literature—especially poetry—in children.

Attracting children to the library absorbed the membership. The subject of a 1904 meeting was "How to Attract and Hold the Interest of Children." "No library is complete without a children's room separate (sic) from the main room, well lighted, with low delivery desk, pictures, etc. The plan of story telling to children in the library is recommended," was the summation by the secretary.

In 1907, Miss Ella Miersch, a graduate of Vassar and New York State Library School, librarian at Southbridge from 1899 to 1939, spoke authoritatively on "Reaching Boys Through the Library." She said, "Girls want stories, boys demand something about Esquimeaux or electricity; girls read to be amused, boys to learn something."

The children's librarian from Worcester, speaking eighteen months later, pressed on with the differences in reading habits between boys and girls. "Boys wish to read about events while girls care more to read about people. Boys may be treated as a class while girls are more sentimental and must be treated as individuals."

At the turn of the century story telling in libraries was unfamiliar. The first story hour symposium was in 1910. Other meetings followed devoted to methods of telling and selection of stories.

Now that children had entered the library, librarians wanted to teach them how to use it. In 1915, the Providence children's librarian demonstrated her teaching methods and inspired the membership to carry on.

By now the place of children in the library was established. Age barriers were removed. Membership was educated to go one step further.

The concept of the young adult as a group with special needs was recognized at a 1924 meeting. The Worcester children's librarian distributed a list, "Books for Girls 14-18." She said, "As we pass beyond the children's rhymes and stories we reach the problem of what will appeal to the young girls, the 'sure' young people who consider us well-nigh bold even to suggest a worth-while book. And to find books which do not write down to them means a constant search lest they bury themselves too much in the various stories written in series, tamely unreal, slight in promise, and full of exaggerated budding romance."

The concern with youth in the library was coordinated with discussions of the library's relations with the schools, as far back as February 1899. Remember, teachers were invited into the membership. "The speaker showed how in many ways the librarian may be helpful to pupils in their researches and influential in directing their minds to good reading." In December 1899, the West Brookfield superintendent of schools "read an interesting and practical paper on the co-operation of the schools and the Public Library."

A year later a Brookline librarian read a paper on "The Public Library as a Part of the Eduactional System." "She told the children's room at Brookline, where books especially appropriate for the young were placed, of the school reference room, where the older pupils could come for study and help, how the librarian co-operated with the teachers in teaching the children how to make use of the books and how lectures were given to several of the higher grades."

That meeting concluded with "This movement between teachers and librarians was not considered a fad but a necessity for the development of the children."

In 1901, the principal of the Worcester Normal School spoke on "the manifold relation existing between the public library and the school," and said further, "that while teachers should direct their pupils' reading to a certain extent, librarians are better fitted to have this oversight, in that they are more catholic and liberal, less prescriptive and proscriptive. Much should also be left to the child's instinct."

"The Use of the Public Library by the High School and Grammar School" was a 1905 topic while "the reception of teachers and the visits made by schools to the library" dominated the 1913 meeting.

Thus central Massachusetts progressed with library trends. The interrelationship of the library and the school was established.

The growth of library administrative policies interested the club. In 1898, a paper on open shelves "showed that model libraries throughout the country have adopted this policy and that iminent librarians advocate it as being conducive to the best interests of the people for whom public libraries are maintained." In the afternoon a vote was taken which showed twelve members in favor of and two opposed to free access to books. Attendance was small due to threatening weather; it was the hurricane season.

Public relations, in effect, was studied, although not in those words. A Springfield librarian, speaking in 1902, on "How to Make the Library and Its Advantages Known" said, "this might be accomplished first by posting in the library lists of books—the most recent additions, those of local or current interest and children's lists." "Next," she advised, "Reach outside and prepare lists for the reader to carry home."

A 1909 speaker emphasized that the librarian must extend a warm welcome to library users. "The personal side of being a librarian includes your duty of being cheerful. Guests do not return to an inhospitable hostess. Keep a library home and don't be too statistical keeping account of the number of persons who pass through the clicking gate."

The library building itself was a matter of concern. In 1907, a Clark University librarian discussed the conclusions reached after a questionnaire had been circulated in his library. Major criticisms were poor lighting and ventilation and too much noise.

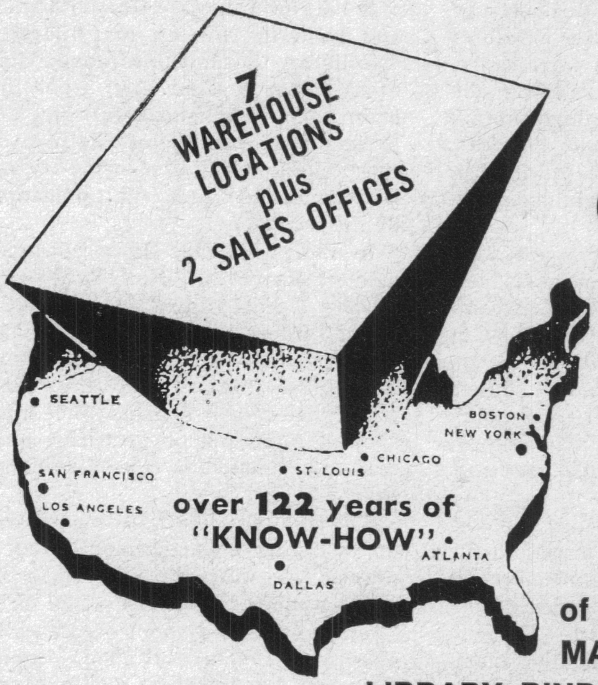
Twenty years later the membership was given a list of twenty-five questions as a basis for surveying the effectiveness of individual libraries and their realtions with their communities.

As library techniques developed and became standardized, they held the interest of the club. In 1900 "Librarian Samul S. Green of the Worcester Public Library and a member of the State Library Commission, spoke on 'Inter-Library Loans.' He did not favor borrowing novels or costly or rare books, as that was unnecessary, but books of information might be borrowed from larger libraries or exchanged between small town libraries to advantage. He thought borrowers of books would do well to keep in mind that the loan of books from other libraries was not a right they might claim, but a privilege by courtesy." Present inter-library loan policy reverses this partriarchal attitude.

When Bay Path was founded, card catalogs were pretty much reflections of the personalities of individual librarians. A speaker in 1902 recommended use of printed Library of Congress cards even by small libraries. Members were further informed, "Classification means that books naturally related are associated together."

A year and a half later the subject was pursued. "One of the strongest recommendation of (Library of Congress) cards is their legibility. The eye can travel more easily over the printed card then over the written one." This was important as most librarians did not have a typewriter, could not type anyway, and laboriously lettered their cards.

Until very recently book selection dominated meetings. Usually roll call was answered by brief book reviews. Almost every meeting had a period for members to tell of especially worthwhile books. In 1901, a law librarian advised, "In regard to reference books he preferred Johnson's Chamber's, or the International Encyclopedia to Britannica, since the latter is expensive,



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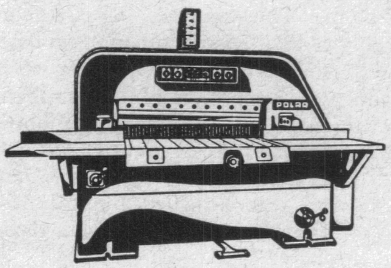

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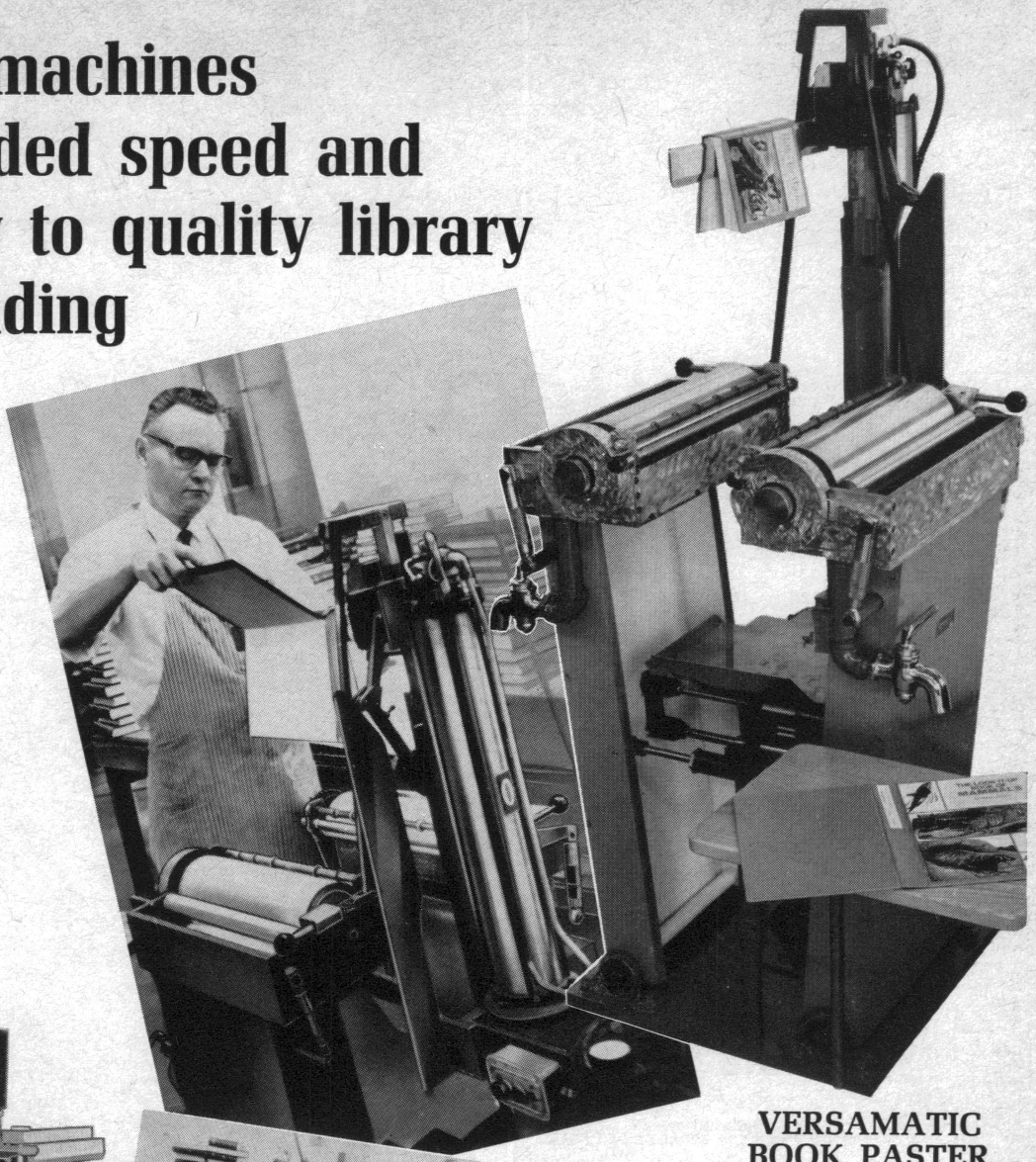

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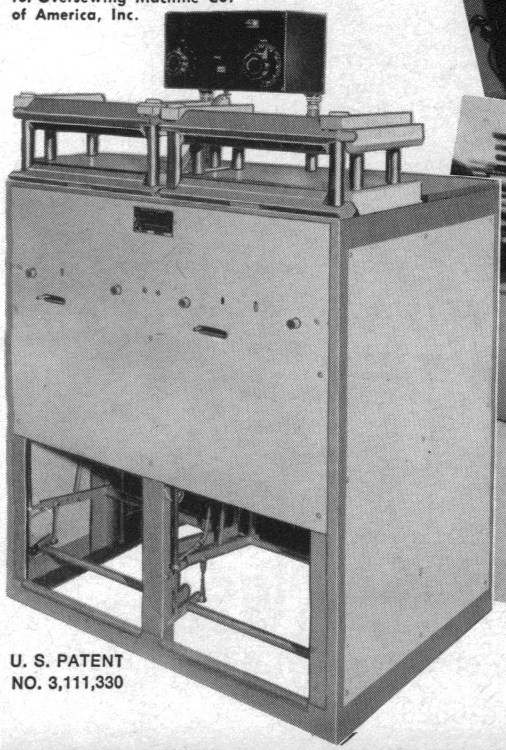

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not up-to-date and not sufficiently American."

"In the general discussion following this address, the opinion was expressed that the librarian should have a voice in the selection of books."

In 1911, members were further warned against subscription books and admonished to rely on the A.L.A. List, "Publishers' Weekly," "Nation," "N. Y. Times" and "Springfield Republican." A bit of wisdom relevant for today's librarian followed: "Every library should take advantage of the knowledge found right in its own community, for in all towns are people who are competent to advise in the selection of books."

In 1929, "The Children's Book Club was brought to the attention of the club. . . . The general opinion semed to be that it was of real value to the small library especially as it assured them of at least thirty books of merit passed upon by a group of experts in children's literature." This is the club's reaction to the introduction of the Junior Literary Guild.

The picture file, (who can imagine a library without one?) was introduced in 1902, by a speaker who demonstrated "its value educationally and as a means of advertising the library."

Book repair was demonstrated in 1912. In 1928, members learned how to preserve leather bindings. In the early days of the Depression they saw "how new books may be made from old by the use of new cloth on backs and corners, the use of a little shellac, etc."

In 1920, "Miss Emily Haynes of the Worcester Polytechnic Institute conducted a 'Question Box' along technical lines relating to library methods, supplies, etc." In 1964, Miss Haynes, the sole surviving founding member, was made honorary life member.

In 1949, Earl Brennan of the Worcester Library told of "Short Cuts in office Operation" and discussed money-saving and time-saving methods for business routines. In 1955—with prices rising and help hard to find—Mrs. Galick of the Division of Library Extension warned, "Time is the most important item. We must use it to the best advantage, do not spend too much time on puttering duties." This principle currently guides short-handed librarians seeking to slash every expendable routine.

Immigrants have had special consideration. In 1913, while discussing "Work Among the Foreigners," a a speaker urged "that the library help older people who have not the school advantages which the children have." During this pre-World War I era when coastal towns were being enriched by varieties of nationalities, members of Bay Path travelled to Europe. Several made it a point to visit the native lands of the foreign born of their communities in a conscious effort toward deeper understanding. These experiences were shared with the membrship.

During World War I the club made and shared book lists on food conservation, German propaganda, etc.

After the war came Woman's Suffrage. Member libraries conducted schools for new voters.

Came World War II and the sharing of ideas for helping the war effort. Afterwards they cooperated on plans for books to help the veterans readjust to civilian life.

Interlibrary cooperation was an unconscious part of membership in Bay Path Library Club. Warm personal friendships grew and extended to professional relationships. As the need for formal cooperation became clear, the membership was prepared.

First mention of such a moment appears in 1953, when a cooperative card file and exchange of films was proposed. At the following meeting existing formal cooperation between the libraries of Fitchburg and Leominster was examined. The following May reciprocal loan cards on a regional basis were considered. This culminated in a joint meeting with the Central Regional Library Planning Committee when proposed plans for actual regional organization were talked over at length.

As Massachusetts finally divided into effective regional systems, Bay Path members were prepared to share the benefits and responsibilities with a minimum of confusion.

From its earliest days the club was privileged to be inspired by persons who have since become library giants.

John Cotton Dana, originally trained as a lawyer, became Springfield librarian and was instrumental in changing librarianship from a skill to a profession. He was not trained academically in library methods, but he left a brilliant record at each of the libraries he administered.

In 1900, he told the club, I believe in children drawing books from the library on their own name. There should be no age limit. To make people happy is the keynote of the library. If a person comes to your libaary how can you make him happy? Books instead of being behind bars should be open to the hands of the people. I advise to have you ask your trustees to take away the bars in your library and meet your patrons face to face as you would meet a friend at home. Tell the newspapers what you have done and intend to do, and tell the public over and over again."

What better advice for any librarian today? "He thought these words, 'Gentleness and cheerfulness, these come before all morality, they are the perfect duties, would be appropriate to have hung on the walls of a library."

Miss Zaidee Brown urged members to reach non-library-users through the church, grange, reading clubs and other organizations.

Emerson Greenaway, then Fitchburg librarian, reviewed books at the October 1938 meeting.

A trustee whose courage and enthusiasm inspire all who know her and who achieved national recognition many times over welcomed the club to Fitchburg in 1939. Mrs. George R. Wallace continues to appear at meetings pumping evangelical zeal into the sometime flagging hearts of librarians. Those rare meetings that she misses are vitalized by vigorous notes or telegrams from some far-off place.

From the minutes of 1957: "Mrs. G. Rodney Wallace endeared herself to us all by saying we were all overworked and underpaid, and made us all feel we should go right home and light that torch under each trustee to enthuse him about eventual possibilities. She repeated that the library is the greatest educator in the world today."

The club banded to fight unqualified political appointments to the office of State Librarian and to decry Boston book banning in the '30's and '40's.

As techniques and principles of library work were finally formulated and accepted, the group moved toward professional integration. Group insurance was a 1935 topic. Summer study was first mentioned in 1939. Legal certification was urged in 1946. State aid was studied in 1944. National Library Week plans were promoted in 1957. The problem of retired librarians, whose efforts to help small libraries on a part time basis are curtailed by Social Security regulations, was a 1961 subject. Fire precautions and insurance for libraries were demonstrated by film and lecture in 1963.

With great insight a speaker at a 1961 meeting at the Rutland V. A. Hospital summed up the joy and the one obstacle to complete fulfillment in our chosen profession. E. J. Bourque, Chief of Psychology Service, told the club, "Librarians are doomed to frustration by the very nature of being constantly exposed to vast stores of knowledge with the ability to explore it but without the opportunity to conquer it."

The Bay Path Library Club reflects the growth of American librarianship in its two shabby volumes of minutes. Finally, it served another, gentler pur-

pose, until now unmentioned. At the conclusion of a 1927 meeting it was recorded, "The personal contact with members ordinarily widely separated, is so pleasant, the opportunity to exchange views and opinions on a variety of subjects so readily grasped, that it is with reluctance we concede the point of time."

Cont'd from page 5

the most hopeful signs in American society today. While it is true that the young still need to be reminded by the old that freedom implies responsibility, this new youth is forcing us to reexamine our goals and standards. With their intense personalism and feeling for humanity, the young are reminding us that there is more to life than color television and two cars in every garage. They are saying, in effect, that "what profiteth a man to gain the world if he loses his soul." The institutionalization of hypocrisy—about sex, dissent, money, education, and our general life-style—is being questioned out of existence. The post-modern generation is forcing us to rub the tarnish off our once-cherished standards.

[1] Morris L. Ernst and Alan U. Schwartz, *Censorship: The Search for the Obscene* (New York: Macmillan, 1964), 6.

[2] Kenneth Keniston, "Youth, Change, and Violence," *The American Scholar,* XXXVII (Spring, 1968), 240.

[3] The characteristics listed here are taken from Keniston's article.

[4] Eugene W. Groves, "Who's Having the Identity Crisis: Businessmen or Students?," *The American Scholar,* XXVI (Autumn, 1967), 633.

[5] Ernest Dunbar, "Campus Mood, Spring 1968," *Look,* April 2, 1968, p. 26.

[7] Eric Van Loon, "Who Are the Activists?," *American Education,* IV (December 1967-January 1968), 4.

[7] Keniston, p. 242.

[8] Abe Fortas, "The Limits of Civil Disobedience," *New York Times Magazine,* May 12, 1968, p. 94.

ATKINS HONORED

J. Howard Atkins, President of F. J. Barnard & Co., Inc., and Oversewing Machine Co. of America, Inc., both of Medford, Massachusetts, has been

J. Howard Atkins

elected a Vice President of the Cape Cod Pilgrim Memorial Association at Provincetown, Massachusetts. The Atkins' name is well-known on the Lower Cape, the family having been established there in Pilgrim days.

The Cape Cod Pilgrim Memorial Association was organized in the interest of preserving the Colonial antiquities of the area and maintains the Provincetown Museum and the Pilgrim Monument.

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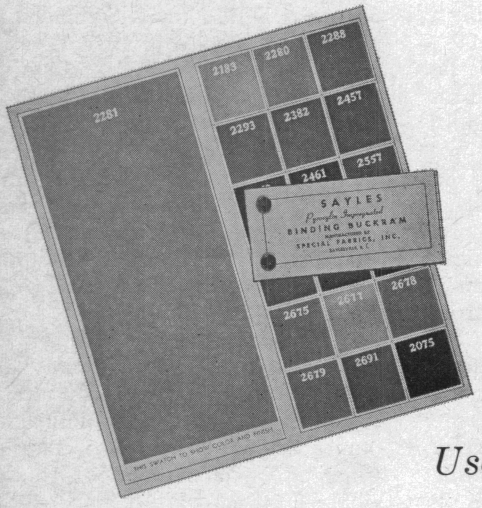

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An Interdisciplinary Approach: What The Cataloger Can Learn From The Advertiser

By DIANE G. BRAND

Man is a complex being. The homo sapiens who works as a cataloger and the homo sapiens who comes to the library in search of information vary in perspective, outlook and conceptual view of the world. There is no universal template from which all library users and all library catalogers are molded. This assertion is unfortunate in one sense, for if there were no variability, providing for effective communication between the two would be simplistic, well-defined and inarguable.

A wooden artifact—the card catalog—is the primary device in today's world for communicating between the categories of men. It is a workable system and has accommodated both divergent viewpoints in the past. Yet studies have shown the catalog to be less than adequate.[1] It is "an imperfect key which unlocks only certain doors."[2] How can more effective communication begin? How can the gap between cataloger and user be minimized?

Traditional retrieval of library material involves three elements: commodity (book), medium (catalog), and recipient (user). Through the catalog the user gains access to the commodity, the book, or, in a collective sense, the library. There is merit in comparing this system with that of the manufacturing environment, where these same three elements are also of prime importance: commodity (product), medium (mass advertising), and recipient (consumer).

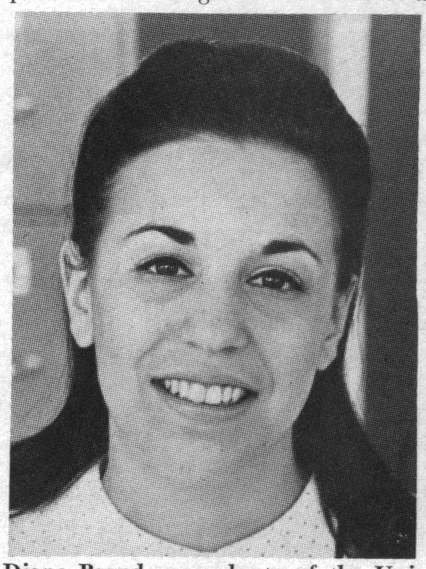
In the library the cataloger is the "prime mover." It is his task to "portray" the book; that is, he relates its subject matter to some fixed scheme of knowledge. In business the advertiser is the "prime mover." It is his task to "portray" the product; for example, Wheaties are for athletes and Sugar Frosted Flakes are for tigers. This analogy also provides other similarities to the situation in the library: (1) there is no one universal type of advertiser, and (2) there is no one universal type of consumer. Yet communication between the advertiser and the consumer has been effective.

While the advertiser knows that all his consumers are not the same, he does know his consumers. In general terms he is an activist. Market research and consumer studies are his foundations, his way of life. For instance: who buys Palmolive soap?; who needs Palmolive soap?; and who could use Palmolive soap? The cataloger, on the other hand, is a passivist. He retreats; he is segregated from the public, safely installed in the technical processes room where his powers of concentration can be firmly developed. Very few local user studies compensate for this isolation. In fact, only a minority of catalogers even have experience behind the reference desk,[3] and the number having direct contact with the public must be exceedingly small, when "pleasantness" is ranked as the last (18th) trait of importance for catalogers to possess.[4] As recently as 1966, the U. S. Employment Service depicts the cataloger as an individual with an "interest in activities of a nonsocial nature."[5] How, then, can their task be effective when this schism is expected, tolerated, and, in many cases, the rule?

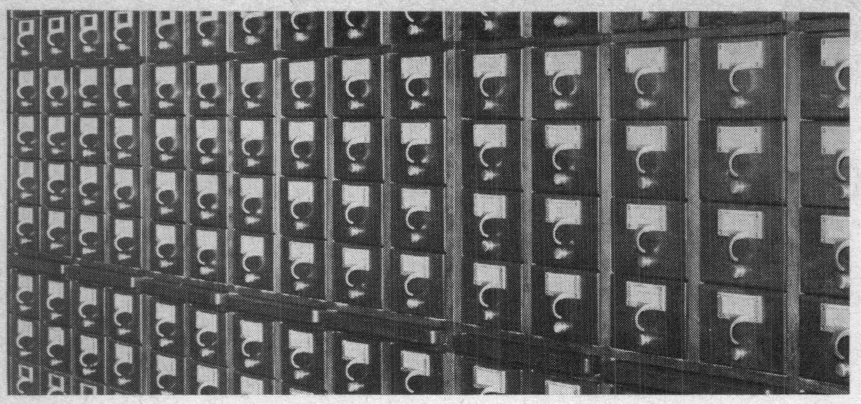
Communication requires an awareness of the needs and problems of the user. Who uses the library? Who needs the library? Who could use the library? How is the library, including its primary medium, satisfying the user? How is the library failing to satisfy the user? How could the library satisfy more users? The answers to these questions may be ascertained only through experimentation at the local level. In essence, there is a need for activism, not only with regard to a sophisticated study of the user, but with an implementation of the results of this feedback as well.

In comparison, while the advertiser knows that all his consumers are not the same, he adapts to the change in time and to the change in consumers. He is flexible; his themes and slogans appear and disappear. Morton Salt changes its container; the famous call for Phillip Mor-r-e-e-s is no longer heard. The approach is dynamic. Catalogers who, like their advertising counterparts, are charged with the responsibility of adapting to the change in time and to the change in users, apparently are unable to cope with the problem. In fact, "they are the sabertoothed tigers of librarianship—animals whose failure to adapt themselves to a changing environment becomes the cause of their own destruction."[6]

Semantic change is expected and anticipated, but is seldom reflected in the card catalog. Subject headings are sometimes out-of-date soon after they are designated. Words, and the context of words, expand in number in direct proportion to the expansion of knowledge. And because our language is dynamic, its nature requires an equally dynamic and flexible approach on the part of the cataloger. There must be a



Diane Brand, a graduate of the University of Massachusetts, is a fellowship student under Title II-B of the Higher Education Act of 1965, and will graduate from the Simmons College School of Library Science in June. She plans employment as a library assistant with the New England Merchants National Bank.



continuing catalog adaptation for the user of today, as well as the users of the future.

While the advertiser recognizes that his consumers are not all the same, he manipulates and portrays his product to create a need. The consumer is taught that Marlboro cigarettes will create virility; that the truly concerned mother gives her children Listerine to combat colds and Crest to combat tooth decay. The consumer is educated —educated in the sense that he not only learns of the product, but comes to depend upon the product as well. Through education the consumer is changed.

In the library the cataloger must not only adapt to the user, but he must change or educate the user as well. In this sense the word "user" is defined in its broadest sense, including the potential user—the great majority of whom acknowledge the existence of the library, but never participate in its use. The advertiser educates to retain his consumer of today and to attract his consumer of tomorrow. So must the cataloger take this same approach. Both the library user and the consumer can be educated so that he not only learns about the product but needs the product as well.

The advertiser's medium, mass communication, manifests itself in many forms. He communicates on television, over the radio, in newspapers, in magazines, on billboards, and on store fronts. Each mode is utilized for maximum effectiveness, or they may all be utilized together. In the library, however, the primary medium is not effectively utilized, nor does the cataloger often consider the effective utilization of other media. While there may be alternatives in deciding just which catalog should be used, the net consequence remains the same: an extensive series of labelled, wooden drawers which offer no attraction, but only serve as a forbidding sight for the inexperienced user. And what of those neat, perfect catalog cards, so securely fastened on that metal rod. Can these linear 3 x 5 insertions possibly accommodate the multi-dimensional nature of knowledge? It is no secret that the pigeon-holing of the thought contents of books into a pre-determined slot or subject group is inadequate for the thorough analysis of material. Is not form limited in this sense as well? Why not innovate? Why not broaden, develop or change the medium? Why not think of the medium in terms of attraction, as the advertiser does, and multi-dimensionality, as the user requires. Experimentation with color, design, structure and content is needed.

The time has come for the cataloger to look beyond his citadel of books and cards, to look to the psychology, methodology, and techniques of other fields. Mass advertising is only one example of the "new" which can be adapted to the "old" of cataloging. Modern technology can provide many answers, and it is the cataloger's obligation to initiate the necessary innovation and implementation.

Footnotes

[1]Sidney L. Jackson, *Cataloging Use Study* (Chicago: American Library Association, 1958).

[2]Richard H. Perrine, "Catalog Use Study," *RQ*, VI (Spring, 1967), 115.

[3]Frank A. Lundy, "References vs. Cataloging: A Basic Dilemma," *Library Journal*, LXXX (January 1, 1955), 21.

[4]Margaret Mann, *Introduction to Cataloging and the Classification of Books* (Chicago: American Library Association, 1930), p. 403.

[5]U. S., Department of Labor, Employment Service, *Occupations in the Field of Library Science* (Washington, D. C.: Government Printing Office, 1966), p. 12.

[6]Paul S. Dunkin, "Criticisms of Current Cataloging Practice," *The Library Quarterly*, XXVI (October, 1956), 288.

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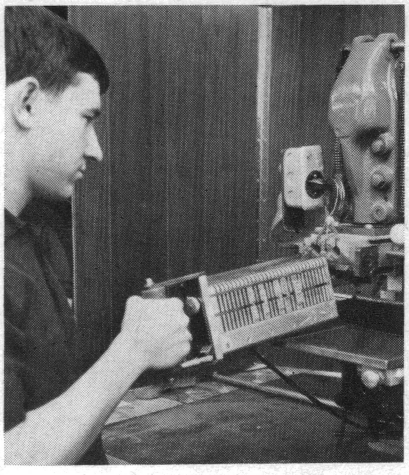
Motter Bookbinding Company, Muskogee, Oklahoma, has introduced a new chase for book stamping machines, designated the Model RG Speed Chase. The unit has been designed to save operator time, reduce stamping costs and provide sharper imprints.



Model RG Speed Chase.

The chase operates with a slight twist of the handle, thereby locking the slugs firmly and quickly in place and keeping them tight until the lock is released. Quick changes from one chase to another may be easily accomplished by means of a spring-loaded, quick coupling device—no screws to detach. The locking mechanism itself incorporates a flat surfaced steel bar and rollers to prevent slug wear and minimize the possibility of damage.

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but at the same time is "printed Out" on a tape to be carried along with the book during its binding operations.

For the selection of boards, end papers and cover stock, information is provided in as little as three seconds, which is about 20 times faster than previously possible. The No. 1180 BSC has the added advantage of eliminating many manual steps and human errors, a problem most critical during peak volume periods. To the librarian and purchasing agent, this means that binders will provide faster service.

The Book Size Computer was designed by engineers long experienced in bookbinding methods and processes and, therefore, speaks the binders' special language.

ARKWRIGHT-INTERLAKEN APPOINTS MARKUS

Robert Markus

Mr. Robert Markus has been named Senior Vice President of Marketing and Sales for Arkwright-Interlaken, Inc., manufacturers of bookcloth for the library binding industry. Mr. Markus has an excellent background in all areas of marketing and most recently served as Vice President of Marketing for Matthew Bender & Company, legal publishing subsidiary of the Times Mirror Company in New York. His education includes a Bachelor's Degree from Johns Hopkins University and a Masters Degree in Business from Harvard.

As Senior Vice President of Arkwright-Interlaken, Mr. Markus will also assume senior marketing responsibilities for Belgrade, Bamberger Kalikofabrik and marketing coordination responsibility between Arkwright and Criterion, according to Charles G. Chason, President.

AFRICAN STUDENT LEARNS BOOKBINDING

An African student studying library science here in the United States took time before returning home to learn some bookbinding skills at Hertzberg-New Method, Inc., so he could repair books in the library he plans to establish in his native land.

Elias B. Nchamukong, 33, of West Cameroon, Africa, after receiving his master's degree in library science from the University of Kansas, Topeka, spent a week at the Hertzberg plant in Jacksonville, Illinois, learning some of the age-old crafts of hand preparing, sewing, rounding and backing, and binding, "so I could share these skills with the people of my village and make good books available to them." The methods taught him, as well as the tools used, will all be available to him in Africa.

In addition to learning about rebinding books, Nchamukong also

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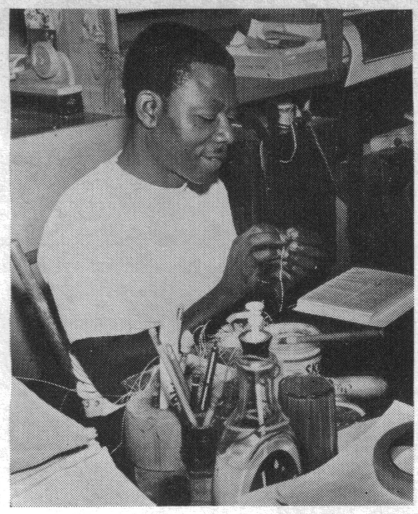

Elias B. Nchamukong

learned about the preservation of paperbacks by Hertzberg's special Perma-Bound process. This method completely rebinds the paperback in a plastic cover, and the process should be most useful for preserving books in the humid Cameroon weather.

Nchamukong is a graduate of the G.T.C. Ombe River School in West Cameroon, Africa, and Oxford University, Oxford, England.

SAM BENDROR JOINS ROBBINS & BENDROR TEAM

Sam Bendror, brother of Jack Bendror, President of Robbins and Bendror Associates, Inc., has recently come from Israel to join the Robbins and Bendror team in the capacity of Vice President. He brings to Robbins and Bendror a wealthy background in electronics production and a professional experience which includes five years as Production Manager of Israel's

Sam Bendror

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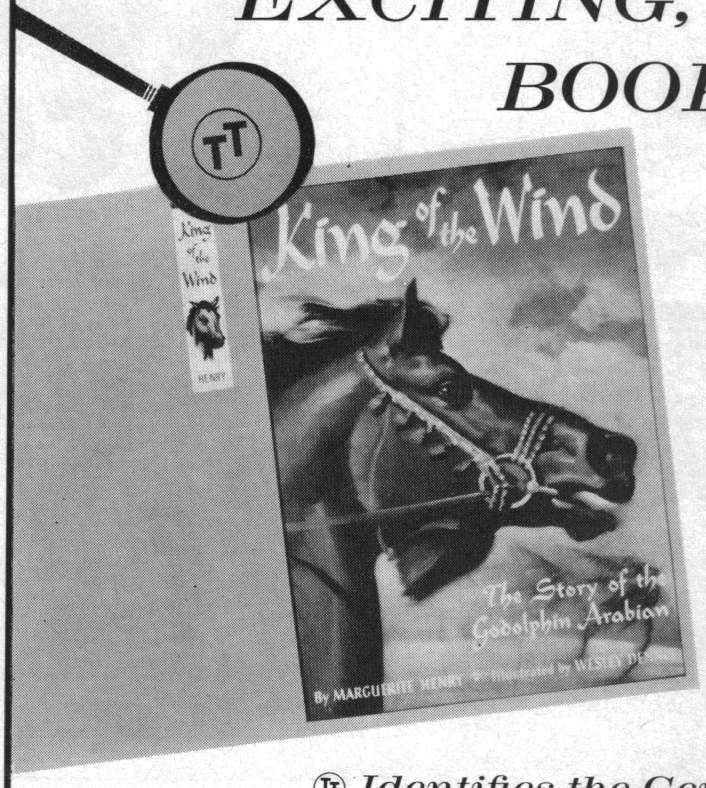

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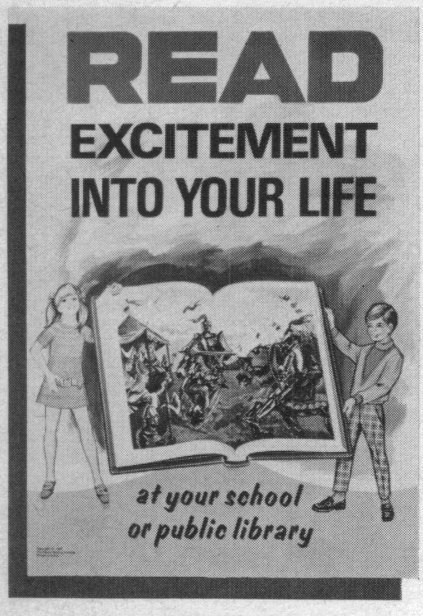
largest Telecommunication industry where he supervised over 250 people.

Sam Bendror is no stranger to the binding industry. In 1963 he visited the United States and spent a year training at Robbins and Bendror, making valuable contributions in the development of the Rounder and Backer. As Vice President of the company, he is in charge of mechanical and electronic production and will also serve as engineering project coordinator and a member of the customer service team.

LBI POSTER TO DEPARTMENT OF THE ARMY

The Library Services Division of the Department of the Army, Directorate for United States Dependent Schools, European Area, has requested 230 1969 LBI posters entitled, "Read Excitement Into Your Life." The posters will be used in schools overseas serving 100,000 American dependent students.

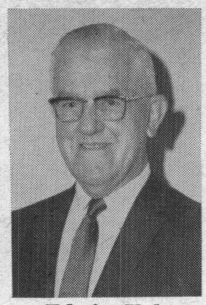


A limited number of the 1969 edition of the poster are still available to librarians by writing for same on their library letterhead to the Library Binding Institute, 160 State Street, Boston, Mass. 02109.

GANE BROS. & LANE ELECTS TWO

At its recent annual board meeting, Gane Bros. & Lane, Inc., elected two new vice presidents—both veterans of a half century in the graphic arts field.

Mark Morgan


Edwin Kehe

Edwin C. Kehe started his career in 1918, with Dexter Folder, and later served with Western Newspaper Union in Chicago and Type & Press of Illinois. He joined Gane Bros. & Lane in Chicago in 1964.

Mark C. Morgan is currently celebrating his 50th year in the bookbinders' supply field. In 1954 he was named president of Slade, Hipp & Meloy, Inc., in which capacity he served until joining Gane, Chicago in 1967.

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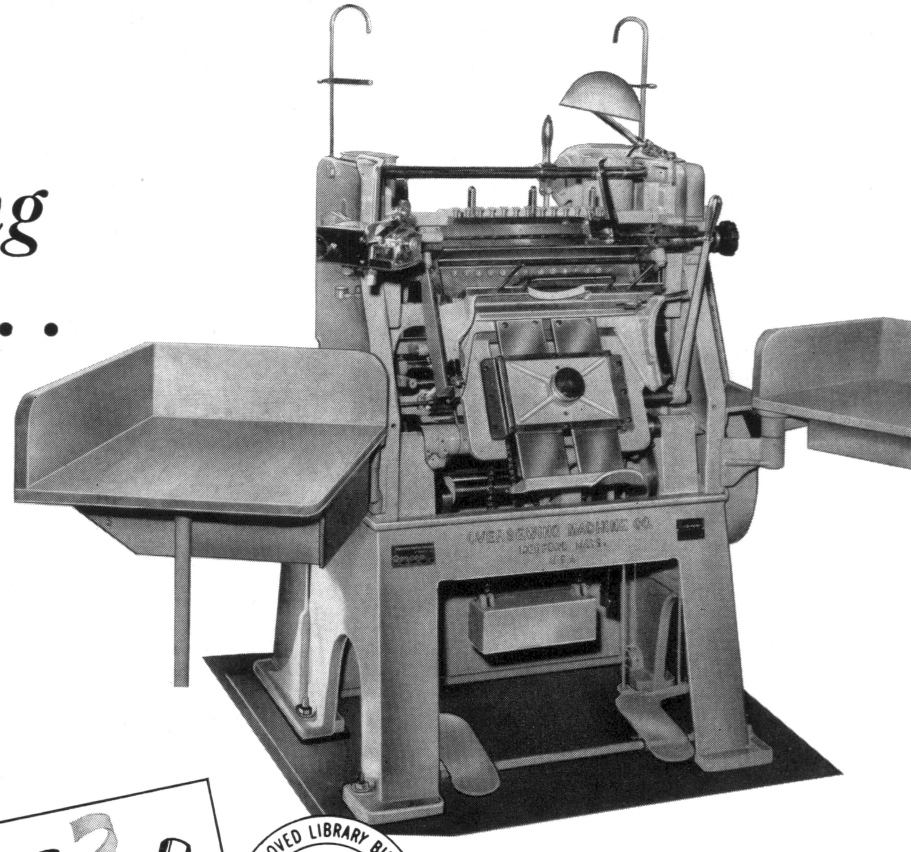

THE PUNCH *is made for the Needle*

THE NEEDLE *is made for the Thread*

THE THREAD *is made for the Book*

Sounds like a nursery rhyme, doesn't it? Well it's no fairy tale because what we are selling is long life for books. That, in fact, is the whole idea behind oversewing.

Oversewing is the best method known for giving books strength. This we can state without qualification. To accomplish this we have spent over 40 years developing an integrated system which guarantees efficient production and lower operating costs.

To use any accessory product with the oversewing machine which has not been engineered specifically for it, just because it may be a few cents cheaper, can in the end, be a most costly experience.

That's why we recommend that you use only genuine Omcoa Needles, Punches and Threads.

Build books to the standard of the Library Binding Institute

APPROVED LIBRARY BINDER — CERTIFIED — LIBRARY BINDING INSTITUTE — MEMBER — CERTIFIED LIBRARY BINDING

BUILDS BOOKS TO THE STANDARD OF THE LIBRARY BINDING INSTITUTE

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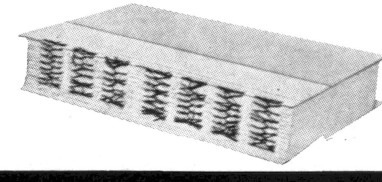

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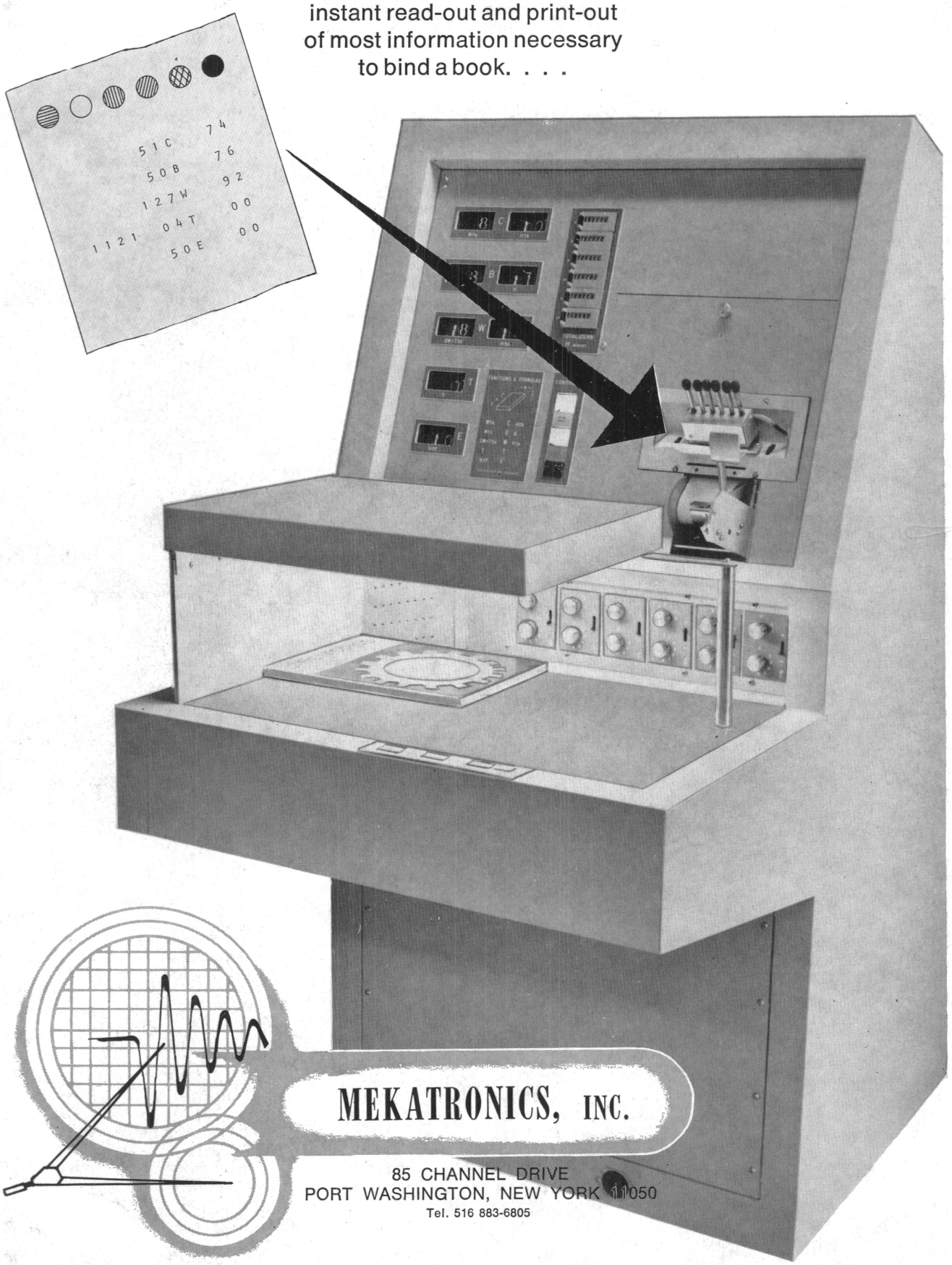

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